

Murphy High School Band Leadership Handbook

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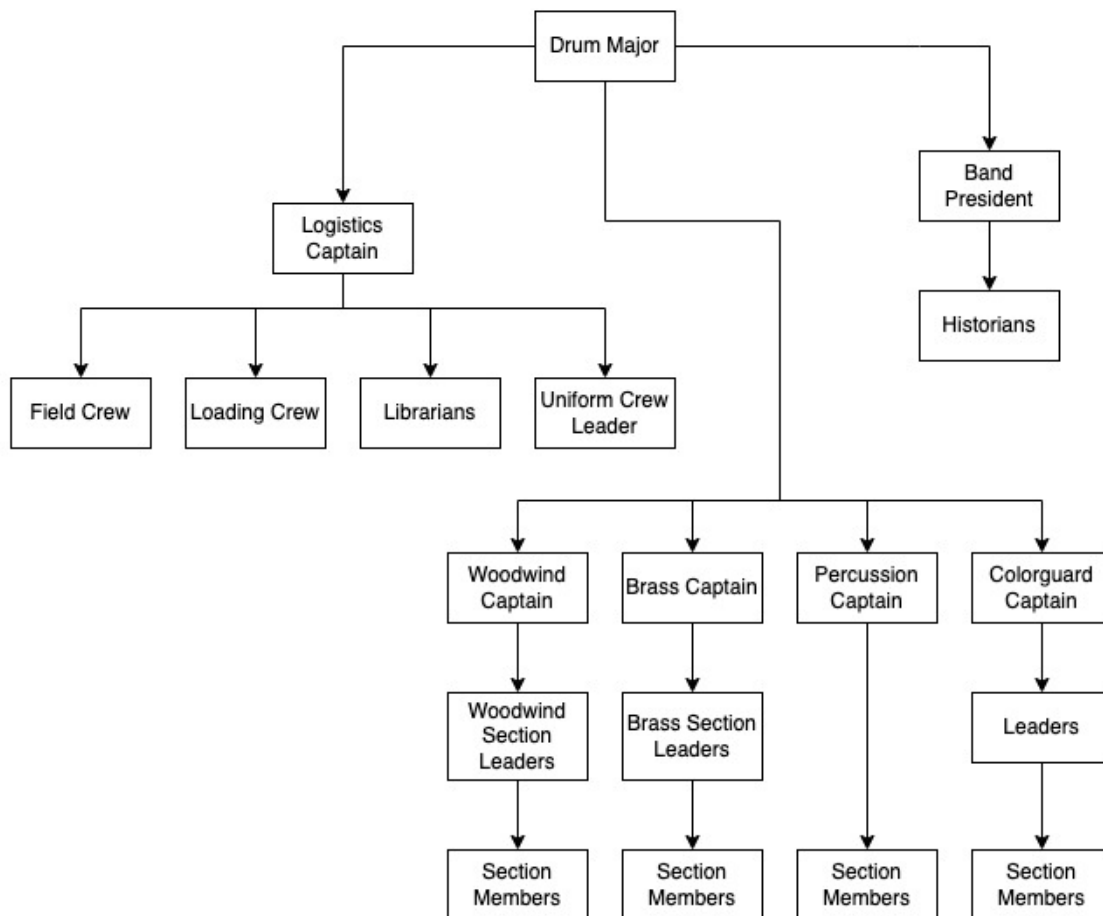
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Leadership Overview

Leadership positions in the Murphy High School Band are filled by the Director after a series of auditions, applications, and/or interviews. You must have a minimum of one full year of experience in the Murphy High School Band to be selected as a leader (some positions require two years of experience). These positions are full year appointments, and DO NOT automatically renew for returning students. Students may be removed from these appointments at any time for any reason the Director sees fit. The application/audition process will happen at the end of the current school year in preparation for the upcoming school year.

All students appointed as leaders shall, in addition to their listed duties:

- Represent the Band and its member at all times in a positive light
- Be a positive role model to others - the best leaders lead by example
- Help maintain “esprit de corps” within the Band
- Have an open line of communication between all those with which you work (do not yell!)
- Arrive early and stay late for rehearsals and events
- Know your music/work/drill before the rest of the Band
- Be prepared
- Support the Director, staff, and other leaders, even if you do not agree with them
- Continue growing as a musician and person
- Follow the Leadership Hierarchy listed below



Leadership Positions Overview

Drum Major

The Drum Major will be selected by an audition process outlined in the “Drum Major Audition Form” in the Appendix. Scores from all judges will be combined and the student with the highest score will be selected as Drum Major.

Drum Major candidates must be in the Murphy Band for two complete school years before applying (Fall and Spring). Students who do not yet meet experience requirements may go through the audition process as practice for future auditions.

Responsibilities include (see “Drum Major Expectations” in the Appendix for further information):

- Ensure the Band Captain, Logistics Captain, and Band President complete all their duties
- Conduct at rehearsals, performances, pep rallies, etc.
- Conduct and lead rehearsal of the Band and various sections, including warm-ups
- Meet with Captains and Section Leaders over concerns
- Assist the Band Director in all ways possible

Band Captain(s)

The Band Captain(s) will be appointed by the Band Director.

Band Captain candidates must be in the Murphy Band for two complete school years before applying (Fall and Spring).

In the event of the Band not having a Band Captain, the Woodwind and Brass Captains will cover the Band Captain responsibilities.

Responsibilities include:

- Ensure the Woodwind Captain, Brass Captain, Percussion Captain, and Colorguard Captain complete all their duties – including assisting with pass-offs
- Conduct when the Drum Major is absent or needs a break at football games and with the Drum Major at events where additional conductors are needed
- Conduct and lead rehearsal of the Band and various sections, including warm-ups
- Provide assistance to the Logistics Captain, if needed
- Meet with Captains and Section Leaders over concerns
- Gather and compile attendance data from Section Leaders
- Gather and compile uniform inspection data from Section Leaders and insure no students represent the Band at a perform with an incorrect uniform
- Appoint Bus Captains and gather and compile attendance data from them
- Assist the Band Director in all ways possible

Woodwind and Brass Captains

The Woodwind Captain will be appointed by the Band Director.

Woodwind Captain candidates must be in the Murphy Band for two complete school years before applying (Fall and Spring).

Responsibilities are the same as those for the Band Captain, but with a specific focus on their area of focus (woodwinds or brass).

Percussion Captain

The Percussion Captain will appointed by the Band Director.

Percussion Captain candidates must be in the Murphy Band for a complete school year before applying (Fall and Spring).

Responsibilities are the same as those for Section Leader, as well as:

- Ensure the equipment is stored correctly after each rehearsal
- Ensure the percussion area is clean and clear at the end of each day
- Notify the Band Director of any equipment issues IMMEDIATLY
- Ensure all percussion equipment is loaded and unloaded for every performance (help Load Crew with this task)

Colorguard Captain

The Colorguard Captain will appointed by the Band Director and Colorguard Director.

Colorguard Captain candidates must be in the Murphy Band for a complete school year before applying (Fall and Spring).

Responsibilities are the same as those for Section Leader, as well as:

- Ensure the equipment is stored correctly after each rehearsal
- Ensure the Colorguard room is clean and clear at the end of each day
- Notify the Colorguard Director and Band Director of any equipment issues IMMEDIATLY
- Ensure all Colorguard equipment is loaded and unloaded for every performance (help Load Crew with this task)

Section Leaders

The Section Leaders will appointed by the Band Director.

Section Leader candidates must be in the Murphy Band for a complete school year before applying (Fall and Spring).

Responsibilities include:

- Take attendance daily and at every rehearsal and/or performance
- Perform pass-offs for music/work/drill when scheduled
- Assign lockers to the section as well as monitor the upkeep of those lockers
- Perform uniform checks at all events
- Runs sectional rehearsals

Other Positions of Responsibility

Band President

The Band President will be appointed by the Band Director.

Band President candidates must be in the Murphy Band for two complete school years before applying (Fall and Spring).

Responsibilities include:

- Monitoring the Band Historians
- Taking notes and facilitating leadership meetings

Librarian

The Librarians will be appointed by the Band Director.

Librarian candidates must be in the Murphy Band for a complete school year before applying (Fall and Spring).

Responsibilities include:

- Make copies on music/drill request list daily (outside of rehearsal hours)
- Keep music library neat and orderly
- File and copy music as needed
- Make up marching folders with music for all sections during the summer
- Keep the music index up to date
- Aid in passing out new music and collecting and filing it at the end of the year

Uniform Captain and Crew

The Uniform Captain will be appointed by the Band Director. The Uniform Crew will be appointed by the Logistics Captain and Uniform Captain.

Uniform Captain and Crew candidates must be in the Murphy Band for a complete school year before applying (Fall and Spring).

Responsibilities include:

- Make sure all students have all necessary uniform parts
- Make sure the uniforms are being turned in properly and folded neatly
- Make sure uniforms are stored by class or in their designated area/rack
- Wash uniforms when needed

Field Crew

Field Captain and Crew candidates must be in the Murphy Band for a complete school year before applying (Fall and Spring).

No prior Band experience is required to be appointed.

Responsibilities include (see the “Field Crew Checklist” in the Appendix for further information):

- Paint the field over the summer and throughout the marching season
- Fill water jugs for every outdoor rehearsal

- Make sure the water gets to and from rehearsals
- Set up tent and table, if necessary
- Make sure yard line markers make it to and from rehearsal and are set up correctly
- Clean the field (as necessary)

Load Crew

Load Captain and Crew candidates must be in the Murphy Band for a complete school year before applying (Fall and Spring).

No prior Band experience is required to be appointed.

Marching Season Responsibilities include (see the “Load Crew Checklist” in the Appendix for further information):

- Load all equipment for performances
- Check to be sure that everything is tied down securely before truck/trailer is locked
- Check with Band Directors to ensure that all equipment is loaded
- Arrive at all marching performances 30 minutes before reporting time to unload all equipment in an orderly and **safe** manner
- Change into uniform after all cases are put back on the truck/trailer before performance
- Leave the stands early to change out of uniform and get cases out and ready to load
- Facilitate unloading equipment at school after performance and clean out truck/trailer

Concert Season Responsibilities include:

- Setup and take down all equipment for all Symphonic/Concert Band performances (local and out of town)
- Change set between bands on stage for concerts, MPA, etc
- Load/unload truck for all Symphonic/Concert Band performances as needed and acquire loading lists for each band

Bus Captain

The Bus Captains will be appointed by Band Captains and/or chaperones.

Responsibilities include:

- Maintain order on all bus trips
- Take roll each time buses are loaded
- Text Mr. White the list of student missing EACH time we leave somewhere
- Inform chaperones of any problems
- Check bus at the end of trip for leftover articles and brings them to lost-and-found in band room
- Make sure bus is clean by picking up trash and depositing in trash bag
- Assist the chaperones in every way possible

Band Historian

The Band Historians will appointed by the Band Director.

Responsibilities include:

- Compiles and takes photos/videos throughout the school-year to document the Band’s history
- Submits photos/videos to designated social media personnel to post for community outreach
- Creates a PowerPoint for the Band Banquet

Leadership Contract

Please initial by each guideline and sign the contract.

Name (Print) _____

Email Address _____

_____ I understand that I must uphold all rules of the MHS Band, Murphy High School, and MCPSS.

_____ I will fulfill my duties as a servant leader in the Murphy Band program in a positive manner at all times.

_____ I understand that band at MHS is a full year commitment. I am not graduating early or planning on quitting after the Fall semester.

_____ I will be at all Murphy Band rehearsals and performances throughout the year unless excused by the directors due to illness, family emergency, or death in the family. Vacations, jobs, and any other activities are not excused absences. Routine doctor appointments should be scheduled around rehearsals and performances.

_____ I will be on time for all rehearsals and performances.

_____ I understand that if at any time I break these guidelines, I will possibly be removed from my position.

I, _____ (print name), the undersigned potential student leader of the Murphy High School Band agree to abide by all band and school handbook rules and regulations. I further agree to fully carry out and execute the duties of the office or leadership position that I am selected. I attest that I have read, understand, and agree to the duties and responsibilities of my position. I understand and agree that should I fail to properly and effectively perform the duties or leadership position that I am assuming or in the event that I should violate the rules, policies, or requirements of leadership, that I will be relieved of those duties by the band directors and relinquish the position.

_____ Student Signature and Date

_____ Parent/Guardian Signature and Date

Appendix

How to Run a Rehearsal

Marching Techniques

Drum Major Expectations

Drum Major Audition Form

Fight Song Score (for Drum Major audition)

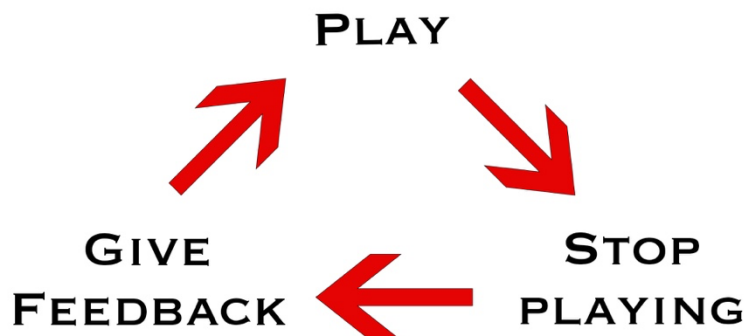
Field Crew Checklist

Load Crew Checklist

Band Room Set-Up and Clean-Up Checklist

Murphy High School Band

How to Run a Rehearsal



Rehearsal Process

1. Warm-up (if the Band has not already done a warm-up or you feel your section needs additional time)
2. Tune
3. Determine the piece of music you are going to rehearse
 - a. Mr. White may tell you something specific or you may have to decide what needs the most work for your section
 - b. Spend the majority of your time working on music your section struggles with, not the music you enjoy playing the most (the goal is to get better!)
4. Determine the section of the piece that needs the most work (usually around 8 measures)
5. Determine an EVEN SMALLER chunk from that music to work (around 1-3 measures)
 - a. It is okay to go one note at a time, if necessary
6. Play it SLOW (slower than you think you need to play it) with a metronome
 - a. Your brain creates shortcuts to technique the more you play something – we call that muscle memory
 - b. If you play something WRONG, you are creating bad muscle memory and it becomes harder to learn it correctly
 - c. Playing slow helps increase the likelihood of playing the music correctly
7. Repeat this section several times until the group can play it correctly 3 or more times in a row, memorized if necessary
8. Speed up the tempo little by little
9. Repeat step 7 and 8 until it can be played at the correct tempo
10. Add the music back in context
 - a. If you were rehearsing measures 3-5, start from measure 1 and go to measure 8 to understand how the chunk you worked on fits in the piece

(continued on page 2)

Feedback

- Give as much positive feedback to students as constructive feedback
 - Example: “The articulation was much better that time, let’s focus on producing a high-quality tone this time.”
- Give regular feedback, but also realize sometimes they just need another shot at playing it and it may get better without having to say anything
- Think about the aspects that need to be fixed BEFORE you start rehearsal

Examples of things to work on

- Tone
 - Are they creating a correct embouchure? – have them play on just the mouthpiece
 - Are they taking proper breaths? – make them practice breathing without the instrument
- Balance and Blend
 - Can you hear all parts or is one part sticking out? – tell them to play louder/softer
 - Does it sound like one section or multiple players? – tell them to play louder/softer
- Rhythm
 - Are they playing the correct rhythms? – have them clap and count the rhythm
- Sustain and Release
 - Are they starting the notes together? – have them play just the first note and stop; continue until they all start together
 - Are they releasing the notes together? – have them play a note and cut-off until they release together
- Correct Notes
 - Are they playing the correct notes? – make them write in the correct notes
 - Are they doing the correct fingerings? – make them write in the correct fingerings
- Style and Articulation
 - Are they swinging, if necessary? – play a swing pattern on a metronome or on YouTube and have them play with it
 - Are all staccato notes short but resonant with good tone? – practice a scale using whatever articulation necessary
 - Are the correct dynamics being performed? – practice a scale using whatever dynamic necessary

Murphy High School Band

Marching Techniques

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Attention

Verbal Command, usually preceded by four claps:

1	2	3	4	1
Band	Ten	Hut	(Move) (Pan-)	(-thers)

- Students start from “Parade Rest” or a relaxed position
- “Set” is a quicker way of saying move to “Attention”
- Students say “Pan-thers” when moving
- Feet – heels and toes together (weight on ball of foot; ball of foot on painted line)
- Knees – straight, but NOT locked
- Hips in line with ankles
- Torso straight and in line with hips
- Shoulders rolled back
- Head – chin slightly above parallel
- Arms – slightly bent back with hands at waist if not holding instruments; if holding instruments, instrument held in hands like playing position but with instrument folded down
- No talking
- No moving

Parade Rest

Verbal Command, usually preceded by four claps:

1	2	+	3	4	1
Band	(silent)	Pa-	-rade	Rest	(Move) (CH)

- Students say “CH” on beat four
- Feet – heel and toes parallel, separated shoulder length apart (weight on ball of foot; ball of foot on painted line); left foot moves out, right leg stays still
- Knees – straight, but NOT locked
- Hips in line with ankles
- Torso straight and in line with hips
- Shoulders rolled back
- Head – chin slightly above parallel
- Arms – arms crossed in front of waist if not holding instruments; if holding instruments, instrument held in front of waist with both hands
 - Left hand over right hand
- No talking
- No moving

Horns Up/Down

Verbal Command, usually preceded by four claps:

1	2	3	4
Band	Horns	Up/Down	(Move)
			(CH)

- Starts from “Attention” position
- Students say “CH” on beat four
- Horns only move up or down on beat 4, no preparatory movement

Mark Time

Verbal Command, usually preceded by four claps:

1	2	3	4
Mark	Time	Mark	Up (left heel and instruments both come up)
			(UP)

- Call is usually followed by 4 beats before moving, if moving
- Students should count “1 2 3 4”
- Students say “Up” on beat four
- Can be stationary or to prepare for a move
- Starts from “Attention” position
- Heel of the left foot comes up on beat four of the first measure
- Instrument comes up with heel if not already up
- Toes stay firmly planted on ground the entire time
- Heels stomp ground on the beat
- Upper body should not move

Forward Marching

- Starts from “Attention”
- Always step-off with the left foot
- Feet must roll when marching
- Heel; Arch; Ball; Toe
 - Exercise for practicing this:
 - 4-part steps: Heel; Arch; Ball; Toe
 - 2-part steps: Heel; Tie
 - 1-part steps: Toes up
- Knees naturally bend when marching forward, do not keep legs perfectly straight
- The heel should hit on the downbeat with toes up, then roll through the step

- Each foot moves in a straight line, without crossing the path of the other foot
- Minimize upper body movement
- The ball of the foot should be on the line
- Do not “stab” ground on final step

Back March

- Starts from “Attention”
- Always step-off with the left foot
- Legs are straight
- Don't pop up on beat 4, come up as you go backward
- The heels should never touch the ground
- Each foot moves in a straight line, without crossing the path of the other foot
- Each foot “skims” the ground when marching backwards, do not pick feet up
- Minimize upper body movement
- Do not lean forward
- Keep head forward; use peripheral vision to keep line/form
- Bigger steps than you think you need to take

Slide

- Sliding maintains the basic techniques of forward marching
- The hips shift 45 degrees
- The shoulders shift 90 degrees
- The instrument should face the front sideline
- The upper body shift occurs on the first beat of the move
- The upper body shifts back to “normal” on the same beat as “horns down” or the beat after the move
- Directions
- Left sliding is when you are sliding left in relation to the front sideline (your left shoulder leads a left slide)
- Right sliding is when you are sliding right in relation to the front sideline (your right shoulder leads a right slide)

Diagonals

- Practice diagonal marching with the other basic movements
- The lower body is forward marching
- The upper body is facing the front, like in a slide
- Start with everyone on an orange dot, then have them march 4 steps diagonally to the next dot. Do the same movement with the same distance, but change total number of steps (so instead of 8:5 steps, do 16:5 or 4:5)

Crab (Percussion only, generally)

- Crabbing maintains the basic techniques of backward marching (specifically, staying on your toes while moving)
- Keep upper body still

- Feet must stay parallel while moving
- Crabbing left
 - The right toe must stay on the center of the painted line and the left foot goes back
 - The right foot goes in front the left foot, lining up the back of the right foot with the front of the left foot
 - On the final step, the right foot is planted and the left foot goes into the “Attention” position with feet together
- Crabbing right
 - The left toe must stay on the center of the painted line and the right foot goes back
 - The left foot goes in front of the right foot, lining up the back of the left foot with the front of the right foot
 - On the final step, the right foot is planted on the line and the left foot goes into the “Attention” position with feet together

Follow-the-Leader

- Students will either turn in and face the direction they are marching, OR face the front sideline and change direction at a pre-determined spot of the field, depending on the drill

Gate Turns

- Gate turns always use “Forward Marching” techniques
- The goal is to turn an entire line 90 degrees
- All students always face the same direction
- The step size will depend on the placement in the line, with the goal of keeping a straight line during the entire move
- Students on the inside of the turn will take smaller steps
- Students on the outside of the turn will take larger steps
- This is primarily used for turns in parades

Plus One/Minus One

- Plus One/Minus One simulate the most recent or upcoming drill moves
- Plus One
 - Students will halt then take one additional step in the direction of the next move (if it is an 8 count move, they will take a 9th step in the next movement direction)
- Minus One
 - Students will place the left foot in the position it was in of the second to last beat of the previous movement

Setting Drill

- Gather up dot sheet, full band chart (section leaders and leadership only), poker chips (1 each – red, white, and blue) without instrument
- Go to the first set
- Section leaders and leadership check to make sure it is correct
- Place down the red poker chip
- Go to the second set
- Section leaders and leadership check to make sure it is correct
- Place down the white poker chip
- March back to the red chip (opposite of normal direction)
- March to the white chip (correct direction)
- Repeat
- Go to third set
- Repeat sequence
- Run the three sets together several times
- Go to the next set; this is now the red chip
- Adding music to drill
- Holding instruments, march-only from one set to another
- If good, play music in spot
- Play and march from one set to another
- Repeat
- If good, move on
- After 3 sets, do a big chunk twice

Dressing Forms

1	2	3	4
Dress	Set	Dress	(Move)

1	2	3	4
Dress	Right	Dress	(Move – right arm to other persons shoulder area)

1	2	3	
Ready	(silent)	Front	(Move - back to “Attention” position) (CH)

- The “Form” (or shape of the drill) is more important than a student’s individual dot
- Students say “CH” on beat four

- The quick version of dressing is: check, adjust, set – continue
- Specific shapes
 - Blocks
 - Start by dressing the lines from front to back, making sure the sternum of the student is lined up with the sternum of the student in front of them
 - Next dress the lines from side to side, dressing towards the center, making sure the shoulders of the students are lined up with the shoulders of the student next to them
 - Dress Right Dress
 - Lines
 - Dress to the center for larger lines; dress to the right for parades and certain circumstances
 - Arcs
 - Students should extend both arms and face in towards the imaginary “center” of the circle the arc is helping to create arc, making sure it is a smooth line
 - Circles
 - Same as dressing arcs; face center of circle
 - Diagonals
 - Students on the two ends of the line will raise their arms; the person closest to the front sidelines will guide students to be between the two ends, then point down for them to crouch when they have been fixed
 - This will be done silently with hand signals

Murphy High School Band

Drum Major Expectations

Things to Remember

- YOU are in charge because YOU have earned this position
- Always show respect to others
- Delegate (AKA do not do everything yourself); if you are doing everything yourself, something is wrong – know who should be doing what
- Do not be afraid to admit fault and try again
- During performances, the Band needs to know they can rely on you to lead them correctly
- Lead by example – if you are late, do push-ups like anyone else!
- Do not overthink every decision; make a choice and stick with it
- Some people are hard to like, win them over anyway
- Get the quiet/shy students involved and help them feel like they matter
- Aim to help all students in the band feel like they are important
- Be a good student and citizen outside the band room
- Work towards
 - Consistency - begin on time, count off songs the same way, establish routines,
 - Efficiency - maximum productivity with minimum wasted time and effort
 - Automation - If everyone is doing their job, rehearsals and performances should operate as usual with very little correction or critique
- Take initiative
 - Do not wait for the band directors to tell you what to do and when to do it
 - Begin rehearsals/events on time whether the directors are with you or not
 - Answer students' questions
 - Be preemptive - think ahead and solve problems before they happen
- Understand that many students, some of which could be your friends, will be upset with you about something this year
- Ensure that the band room and practice field are left clean and neat each day and at the end of every event
- Do NOT neglect your primary instrument - you are a musician and instrumentalists 1st
- Always have a plan on when and how your podium is transported to its next location
- Always be musically prepared
- Do not take criticism personally; Mr. White will correct you frequently in front of the Band, this is not to embarrass you but to help you

Do not feel bad if you get overwhelmed; we all do. Feel free to call Mr. White and vent.

Materials Needed

- All sheet music scores (rehearsals only)
- All drill sheets (rehearsals only)
- Pencil (rehearsals only)
- Whistle
- Gloves
- Flip folder with stand tunes listed (football games only)
- Mace (parades only)

Football Games

- NO WHISTLES DURING FOOTBALL GAMES (does not include halftime and pregame)
- At school
 - Be at school, dressed and ready to go 15 minutes BEFORE inspection, hanging around the band room to help other students/Director
 - Be on podium full ready to go 1 minute BEFORE inspection
 - Oversee and help with inspection
 - Dismiss students to buses when the Director says to go
- At stadium – before game
 - Supervise unloading of instruments and tell students when to get off bus
 - Walk around warm-up area, making sure section leaders are doing everything correctly
 - Call students to full band warm-up and conduct full band warm-up
 - Lead students to stands and/or pregame
 - Conduct pregame
 - Lead students to stands
 - Tell students to take off shakos and jackets, if applicable
- At stadium – in stands
 - Conduct in stands
 - Try to play more on defense (when they have the ball) then when we are on offense (when we have the ball)
 - If playing on offense, play shorter songs
 - Learn when to play certain songs
 - Fight song at beginning of games and touchdowns/field goals)
 - First down
 - Fourth down
 - Kickoff
 - etc.
 - Tell the drumline when to play, but let them decide what to play
- At stadium – halftime
 - Dismiss students to warm-up area by sections, starting with tubas and percussion
 - Walk around warm-up area, making sure section leaders are doing everything correctly
 - Call students to full band warm-up and conduct full band warm-up
 - Lead students to field in single-file line
 - March out from middle of field to podium, do salute on podium?? (We'll figure out the specifics of this later)
 - Do not start until the band is ready and looking at you (unless time is running out or the Director says to start)
 - Sing the beginning of the song in your head before you begin (to get tempo)
 - Start field show
 - End of show - Point to snare drums to start tap-off to get off field
 - Lead students back to stands or sideline to watch the other band
 - Make sure students are quiet and respectful of the other band
- At stadium – in stands, continued
 - Tell students to take off shakos and jackets, if applicable
 - Break until 5 minutes left in 3rd quarter
 - Start cadence when there is ??? minutes left of the 3rd quarter
 - Lead band to “meet the band” at the beginning of the 4th quarter (who conducts while DM is gone???)

- Stay ??? minutes
 - Return and finish conducting the game
 - Other cadence with cheerleaders???
 - End of game - Fight song and Alma Mater (when football team comes to band area)
 - Dismiss students to buses
 - Make sure students are loaded correctly
- At school – after game
 - Make sure bus windows are up and there is no trash
 - Make sure uniforms are put away correctly
 - Make sure band room is left clean

Rehearsals

- Be in band room at least 15 minutes before rehearsal
- Make sure the field and/or band room is set up correctly
 - Chairs and stands
 - Field is painted
 - Drum major podium
 - Table
 - Tent
 - Water
 - Yard line markers
 - Poker chips
 - Ranger with stand
- Make sure you have the schedule and all materials
- Give count-down whistles starting at 5 minutes remaining
- Take attendance; make sure late students are marked down and do push-ups/stay late
- Help with warm-ups/marching basics
- Potentially run metronome
- Make sure field is left clean after rehearsal
- Make sure band room is left clean after rehearsal
- Lead section leader meeting (if we are doing those regularly, up to you)
- Band Camp specific things to figure out and announce
 - Spirit days

General Tips/Rules/Etc.

- Watch the percussionist's feet to help keep tempo
- Count aloud, if needed
- Learn to read and study a score – Mr. White will help

Murphy High School Band

Drum Major Audition Form

Candidate Name: _____

1. Marching.....Total /15
 - a. Attention/Parade Rest /5
 - b. Forward March /5
 - c. Back March /5
2. Vocal Command.....Total /15
 - a. Attention/Parade Rest /5
 - b. Horn Up/Horns Down /5
 - c. Mark Time /5
3. Conducting.....Total /30
 - a. Fight Song (no repeat)
 - i. Posture/Carriage/Confidence /5
 - ii. Precision/Clarity /5
 - iii. Cues/Dynamics/Style /5
 - b. Song of your choice (between 1 and 2 minutes long)
 - i. Posture/Carriage/Confidence /5
 - ii. Precision/Clarity /5
 - iii. Cues/Dynamics/Style /5
4. Instrument Proficiency.....Total /34
 - a. Major Scales (one point per scale and one point per arpeggio) /24
 - b. Sight-Reading /10
5. Application/Essay.....Total /15
 - a. Application /5
 - b. Essay /10
6. Interview.....Total /10

Judge Name: _____

Total: /119

Please provide any notes on back of this page.

Score

2023.06.29

Fight Song

Murphy High School Band

Flute $\text{♩} = 132$
Clarinet f
Bass Clarinet f
Alto Sax f
Tenor Sax f
Baritone Sax f
Trumpet 1 f
Trumpet 2 f
Mellophone f
Trombone f Div. Unis.
Baritone (B.C.) f
Tuba f

1 2 3 4 5 6 7 8

Fight Song - Score - page 2 of 4

9

Fl
Cl
BCl
ASax
TSax
BSax
Tpt 1
Tpt 2
Tbone
Bari
Tuba

9 10 11 12 13 14 15 16

Fight Song - Score - page 3 of 4

17

Fl
Cl
BCl
ASax
TSax
BSax
Tpt 1
Tpt 2
Mello
Tbone
Bari
Tuba

17 18 19 20 21 22 23 24

Fl I *ff* Div.

Cl I *ff*

BCI *ff*

ASax *ff*

TSax *ff*

BSax *ff*

Tpt 1 *ff*

Tpt 2 *ff*

Mello *ff*

Tbone *ff*

Bari *ff*

Tuba *ff*

Unis.

25 26 27 28 29 30 31 32

Field Crew Checklist

Date: _____

Field Crew leader: _____

Field Crew members: _____

ITEM	WHEN?	WHO GETS IT?
Drum major podium	Everyday	
Water jugs	Everyday	
Table	Tuesdays/Thursdays	
Tent	Tuesdays/Thursdays	
Ranger on stand	Everyday	
Yard line markers	Only when setting drill or when needed	
Painting the field	Once a week or when needed	
Ant killer	When needed	

Loading Crew Checklist

Event/Date:

Load Crew captain:

Load Crew members:

Item	On	Off	On	Off
Drum major podium				
Flip folders				
Red cart				
2 large ice chest with water and ice				
Extra cases of water				
Black milk crates				
2 round orange ice chest with extra ice				
2 snack bins with snacks, garbage bags, and baby wipes				
Small round blue ice chest with Gatorades for first aid				
Plumes				
First aid box				
Ropes to rope off seating area				
Ranger speaker with mic				
Guard flag bags				
2 boxes of poms				
Spirit Stick				
Ponchos				
2 chairs (homecoming game only)				

updated: 2023.06.28

Band Room Set-Up/Clean-Up Checklist

Date: _____

Leader: _____

Crew members: _____

TASK	WHEN?	WHO GETS IT?
Clean up trash around band room	Everyday	
Put any items left out in lost and found	Everyday	
Check restrooms for trash/other items	Everyday	
Set up chairs	When needed	
Put away chairs	When needed	
Set up stands	When needed	
Put away stands	When needed	
Vacuum carpet	Thursdays	
Mop small band room	Thursdays	
Take out trash	Check everyday-take out when needed	