Central York High School BANDS

James A. Martini, Director of Bands

Band Handbook 2021-2022

CENTRAL YORK MUSIC DEPARTMENT

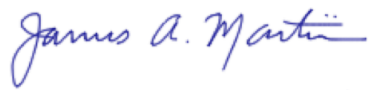
Central York High School
601 Mundis Mill Road
York, Pennsylvania 17406

Welcome the Central York High School Band program. You are now part of a long legacy of outstanding bands and performing ensembles. Your time and experiences with the bands at Central will, undoubtedly, be among the highlights of your high school career.

This manual contains information on the band program, expectations for participation, and information on co-curricular and enrichment opportunities. Please be sure to review all of the information.

I am looking forward to another year of terrific musical performances and the opportunity to get to know each of the band members through the music.

Best wishes,



James A. Martini
Director of Bands

The power of collective capacity is that it allows ordinary people to do extra~ordinary things.

~ Michael Fullan

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Grading Expectations

Your marking period grade will be determined as follows:

Participation & Contribution	20%
Performance Assessment	40%
Growth Assessments	40%

Participation & Contribution 20%

This portion of the grade is for participation and contribution in rehearsals during the regular class period. Credit is awarded for being present, being prepared, participating, and contributing to the ensemble rehearsal. To receive credit you must actively participate, have all necessary equipment, and follow behavioral expectations set up for productive rehearsals.

Active participation in the 2nd period block class is part of your grade. If you are unable to participate, you will not receive credit for the rehearsal. Each class period is worth 1 point (1% of your marking period grade).

Points lost due to participation can be made up through Sightreading Factory (additional minutes), Flex practice time, or SmartMusic practice time.

The Participation and Contribution grade will be a weekly grade called "P&C"

Participation points can also be lost for actions detracting from or inhibiting your participation and contribution in rehearsal

Not-contributing	-.5 to 2 points per offense
Late to class or seat (w/o pass)	-.5 point
Chewing gum	-.5 point
Phone violation	-.5 point
No instrument	-1.0 point
No music, pencil, and/or tuner	-.5 point

Performance Assessment 40%

This portion of the grade is for performances and mandatory rehearsals (if any) that take place outside of the class period, as per the Calendar of Events. Please refer to the Attendance Expectations regarding attendance at after-school events. A portion of this grade will be calculated based on attendance at said event as well as correct, professional etiquette (both on stage and as an audience member). The remainder of the grade for Performance Assessment will come from playing assessments demonstrating a level of preparedness on the concert music and portfolio items such as completion of a post concert critique and reflections.

Growth Assessment 40%

This portion of the grade is derived from assignments and assessments that demonstrate your growth as a musician. These assessments will include playing assessments on scales, technique exercises, rhythm patterns, and sight-reading; written assessments on repertoire and theory covered in the course of rehearsals; and other assignments such as essays, recordings, etc.

Enrichment
Students will have the opportunity to earn enrichment credits by participating in extra-curricular musical activities and events. Enrichment credits can be used to offset Participation points lost. Some possible enrichment credit projects are:

- Documented Flex practice time (two Flex periods = 1 point)
- Documented SmartMusic Practice time and additional minutes in Sight-reading Factory - 1 'credit' for increment 20 minutes in one week; 2 'credits' can buy a point for a playing evaluation (limit one point per marking period). 'Credits' are cumulative for the marking period.
- Solo or ensemble performance (public) in a non-school ensemble, or off-campus by a school chamber group - provide documentation
- Composition for solo or small group
- Written report on subjects related to instrument, band, or music being studied (approved by director in advance)
- Book or Periodical reviews (approved by director in advance)
- Concert or recital attendance (out-of-school group) with written critique
- Other as designed by student with director approval

Each project will require submitted proof or product to receive credit at the discretion of the director.

Scheduled Performances

Please refer to the Calendar of Events for a detailed list of scheduled required performances and rehearsals (if any) that take place outside the school day. It may be necessary to call extra rehearsals or reschedule a performance due to unforeseen circumstances (i.e. weather). Any changes will be made known to students and parents as soon as possible.

Please give the required dates to employers so they may schedule around them. Work is not a valid excuse for an absence from rehearsals or performances.

There are five performances scheduled for the 2019-20 school year. Attendance at and participation in these five performances are required for successful completion of the course and a satisfactory grade (see "Attendance Expectations" on page 7). Underclassmen will also be required to perform for Commencement. *Addition or replacement "performance" assignments may be made virtually during COVID-19 restrictions.*

Fall Pops Concert - Tuesday, October 12, 2021, 7:30 PM
Winter Concert - Saturday, January 8, 2022, 7:30 PM
Instrumental Dept. Concert - Wednesday, March 16, 2022, 7:00 PM (not March 9)
Spring Band Concert - Saturday, May 7, 2022, 7:30 PM

CYHS Commencement - Friday, May 20, 2022 (date tentative) 6:45 PM

IN ADDITION - there may be one or two rehearsals scheduled outside of school that are required. These will be posted at a later date, if they occur.

For a complete Calendar of Events, including rehearsals, co-curricular ensembles, and enrichment events, visit the Calendar in Charms.

Attendance Expectations for Curricular Performing Ensembles (Out-of-School Events)

Rationale:
Performing groups are considered unique by nature because the outcomes of class instruction are used in public demonstrations for an audience. The Music Department at Central York High School stresses a comprehensive music education through a strong performance program. The value of these classes is greatly affected through participation as a group for public performance and any subsequent extra rehearsals outside the regular school day. The student cannot be a satisfactory member of their ensemble if his/her only participation is that part carried on in the classroom during school time. Satisfactory membership must also include the out-of-class time participation.

It is essential that students who enroll in a performing ensemble understand that the conditions for satisfactory participation (grades) include the out-of-school performances and special rehearsals (if any) listed in the Calendar of Events. Students are expected to be present at all of the performances and extra rehearsals listed on the department calendar. Absences from performances will be approved only in the event of an emergency or other unforeseen circumstance. Decisions concerning absenteeism beyond this point will be reflected in the student's grade following a consultation with the director.

Excellence of performing ensembles is dependent upon total attendance by all members. An absence, for any reason, hinders the entire organization and compromises the efforts of all of its members.

Credit for Rehearsals and Performances after school:
To receive full credit for a performance or after-school rehearsal, all requirements (i.e. music learned) must be met, whether absent or not.

Attendance & Satisfactory Participation in performance - 100% credit
Excused Absence from performance - 100% credit
Unexcused Absence from performance (with prior notification) - 50% credit
Unexcused Absence from performance (without prior notification) - 0% credit

For non-school related conflicts, an excused absence must be approved at least four weeks in advance (or, if not possible, as soon as the conflict is known by the student), and will be granted in the event of a "once-in-a-lifetime" and/or "unavoidable" circumstance, at the discretion of the director (i.e. weddings, graduations, etc.).

In the event that a school-sponsored activity conflicts with a required event, the student will alert the director, as far in advance as possible. The director will reach out to the advisor/athletic director to discuss the details. Possible outcomes include being excused from the concert/rehearsal, being excused from the conflicting event, a compromise that allows participation in both events, or completing an alternate assignment. Whenever possible, director and advisor/athletic director will look for ways for students to participate in both the concert and the conflicting event.

When students are absent from school due to illness, they are not permitted to participate in any school-sponsored events on that day. Those students who are excused from school due to illness will also be excused from the concert and may be required to do an alternate assignment. Students should make every effort to alert their director of their inability to attend the concert/rehearsal ahead of the event.

Excused absences may also be granted in the case of emergencies or other serious unplanned events (funerals, accidents, injuries, etc.).

The Privilege of Performance

While every student is important to the outcome of the performance, each member also has a responsibility to the group to be prepared to perform and present his/her part. Students will be continuously evaluated to determine preparedness to perform. The director may withhold the privilege of performance from a student who:

- is not prepared adequately to perform the music to the best of his/her ability
- does not attend key rehearsals (such as a dress rehearsal)
- has missed too many rehearsals (i.e. school attendance)

A student who is not permitted to perform will satisfy the performance requirement by playing the music individually as a playing exam for the director. The grade for the exam will replace the performance credit.

Required Equipment

In order to successfully participate in band, you must have the following equipment, in addition to an instrument:

Clarinets - must supply your own reeds. Be sure to always have ample back-up supply.

Alto Saxophones - must supply your own reeds. Be sure to always have ample back-up supply.

Tenor Saxophones - must supply your own reeds. Be sure to always have ample back-up supply.

Trumpets - must have a straight mute and a cup mute; must also have a supply of valve oil

ALL Woodwind and Brass Players - must have a tuner*

ALL Brass Players - must supply their own mouthpiece (if you are playing a school instrument). Plastic mouthpieces are not permitted.

Percussion - all percussionists are required to have a basic set of sticks and mallets that include the following: 1 pair each of: Concert Snare Drum sticks (2A or 5B); Timpani Mallets (general); Bell Mallets; Marimba Mallets; and a stick bag. All sticks and mallets should be clearly labeled with the student's name.

***TUNERS** - All woodwind and brass players must have Tonal Energy app, and a clip-on tuner mic, such as Peterson Tuner Clip, that works of the vibrations of the instrument. If you do not have a smart phone, you will need a clip-on tuner that works off of vibrations.

The preferred tuner is an app called ***Tonal Energy Tuner,*** available for iOS ($3.99) and Android ($2.99). To be effective, it is also suggested to purchase a plug-in mic that works with your phone. Check the app/mic specs to make sure it is compatible. Limited clip-on mics may be available for purchase through the band office for $14.00. You can also find these mics online at places like Amazon and Musicians Friend. iPhone 8 and higher will need the headphone adaptor.

If purchasing a tuner is not possible, please speak with Mr. Martini for arrangements.

Concert Attire

The following attire is required for concert performances:

MEN - Black dress pants (no jeans), **white** dress shirt, straight **black** tie, black shoes and socks
WOMEN - Black dress slacks/pants, white blouse - shoulders must be covered (straps not acceptable), black shoes. (No dresses or skirts are permitted)

Note: *Anyone experiencing difficulty in acquiring proper concert attire due to financial concerns should speak with Mr. Martini well in advance of the first concert, in confidence, so arrangements can be made.*

The Major Scale Project

The Major Scale Project is an on-going study of the twelve major scales. Each student will learn to play all twelve major scales over the range of the instrument. The purpose is two-fold: to build a theoretical knowledge of key signatures and the relationship of keys in Western music and to build technical facility in all twelve key patterns.

The project is practiced daily with a metronome. Technique cannot be developed without a controlled tempo provided by a metronome.

Progress

Progress on the Major Scale Project will be assessed each marking period. Students are generally advance at least one step per marking period, but are encouraged to progress at a faster rate, if they can. The Major Scale Project is generally worth 10% of the marking period grade.

In order to advance to the next step, a student must receive at least 5 out of 10 points on the previous step.

Students may elect to jump ahead to steps. Students may also elect to remain on a step if they have earned 5-7 points, rather than moving up.

Once a student completes Step 21 (16 for percussion), he/she no longer will be required to submit a scale evaluation.

Expected Bench Marks

Students are encouraged to reach these bench marks at a minimum:

First Year - pass Step 4
Second Year - pass Step 8
Third Year - pass Step 12
Fourth Year - pass Step 16

<u>Woodwind & Brass Scale Project</u>

Levels

Level I - Learn all fifteen major key signatures and become comfortable playing all all 12 scale patterns one octave in quarter notes at 80 bpm. Begin by first learning to play the first five notes in each key, progressing around the Circle of 4ths, then extend each scale to a full octave. Proficiency is playing all 12 scales one octave in quarter notes at 80 bpm

Level II - Play all twelve scales in quarter notes around the Circle of 4ths with extended octaves, meaning some scales will be played two octaves, but still maintaining a limited range. Start at 80 bpm and increase the metronome marking by 10 each week. Proficiency is playing all 12 scales in quarter notes at 160 bpm.

Level III - Play all 12 scales in eighth notes around the Circle of 4ths, two octaves when possible within the practical range of the instrument. Start at 80 bpm and increase metronome by 5 each week. Proficiency is playing all 12 scales in eighth notes at 160 bpm.

Level IV - Play all 12 scales in sixteenth notes around the Circle of 4ths the maximum number of octaves within the practical range of the instrument. Start at 80 bpm and increase the metronome by 1 or 2 each week. Proficiency is playing all 12 scales in sixteenth notes at 120 bpm.

Steps
The four Levels are broken down into 21 steps.
1. I. Five-note quarter notes @ 80 bpm
2. I. One-octave quarter notes @ 80 bpm
3. II. Expanded Octaves quarter notes @ 80 bpm
4. II. Expanded Octaves quarter notes @ 100 bpm
5. II. Expanded Octaves quarter notes @ 120 bpm
6. II. Expanded Octaves quarter notes @ 140 bpm
7. III. Full Octaves eighth notes @ 80 bpm
8. III. Full Octaves eighth notes @ 95 bpm
9. III. Full Octaves eighth notes @ 110 bpm
10. III. Full Octaves eighth notes @ 125 bpm
11. III. Full Octaves eighth notes @ 140 bpm
12. III. Full Octaves eighth notes @ 155 bpm
13. IV. Full Octaves sixteenth notes @ 80 bpm
14. IV. Full Octaves sixteenth notes @ 85 bpm
15. IV. Full Octaves sixteenth notes @ 90 bpm
16. IV. Full Octaves sixteenth notes @ 95 bpm
17. IV. Full Octaves sixteenth notes @ 100 bpm
18. IV. Full Octaves sixteenth notes @ 105 bpm
19. IV. Full Octaves sixteenth notes @ 110 bpm
20. IV. Full Octaves sixteenth notes @ 115 bpm
21. IV. Full Octaves sixteenth notes @ 120 bpm

Percussion Scale Project
LEVELS
The Project is in four over-arching levels
LEVEL 1 - Play all twelve major scales, one octave, through the circle of fourths at 100 bpm
LEVEL 2 - Play all twelve major scales, extended through possible octaves on your instrument, through the circle of fourths in quarter notes at 100-140 bpm
LEVEL 3 - Play all twelve major scales, recommended Two-Octaves, through the circle of fourths in eighth notes at 80-155 bpm
LEVEL 4 - Play all twelve major scales, recommended Two-Octaves, through the circle of fourths in sixteenth notes at 80-120 bpm

STEPS (all twelve scales/keys, through the Circle of Fourths for each step)
The four levels are divided up into 16 Steps

LEVEL 1
STEP 1 - One Octave, quarter notes mm = 80-100

LEVEL 2

STEP 2 - Two-Octaves, quarter notes mm = 100
STEP 3 - Two-Octaves, quarter notes mm = 120
STEP 4 - Two-Octaves, quarter notes mm = 140 (end of 1st Year)

LEVEL 3

STEP 5 - Two-Octaves, eighth notes mm = 80
STEP 6 - Two-Octaves, eighth notes mm = 100
STEP 7 - Two-Octaves, eighth notes mm = 120
STEP 8 - Two-Octaves, eighth notes mm = 140 (end of 2nd Year)

LEVEL 4

*STEP 9 - Two-Octaves, sixteenth notes mm = 80
*STEP 10 - Two-Octaves, sixteenth notes mm = 85
*STEP 11 - Two-Octaves, sixteenth notes mm = 90
*STEP 12 - Two-Octaves, sixteenth notes mm = 95 (end of 3rd Year)
*STEP 13 - Two-Octaves, sixteenth notes mm = 100
**STEP 14 - Two-Octaves, sixteenth notes mm = 110
**STEP 15 - Two-Octaves, sixteenth notes mm = 115
**STEP 16 - Two-Octaves, sixteenth notes mm = 120 (end of Sr Year)

*= will receive +1 point on SmartMusic Grade for Steps 9 -13
** = will receive +2 points on SmartMusic Grade for Steps 14-16

Percussion Workshops and Proficiencies

Percussionists may be required to attend workshops (scheduled during Flex period) dealing with specific percussion skills (timpani, rudiments, auxiliary, keyboards, etc.). Playing proficiency evaluations will be given in each area to assess basic technique skills on all-around percussion instruments.

Percussionists will have assignments and assessments throughout the year on several proficiency areas:

- Snare
- Mallet Keyboards
- Timpani
- Auxiliary (bass drum, cymbals, tambourine, traps, etc.)

Music Assessments

Students will submit periodic recorded evaluations of the music programmed for concert performances, rhythm exercises, sight-reading, etc.. Recorded evaluations (woodwinds and brass) will be done using SmartMusic. Students can record an evaluation at home on their MacBook or they can record an evaluation at school by signing up during an Academic Prep, Lunch, other period, or before or after school. All students (woodwind and brass) will have a SmartMusic subscription which they can use on their laptop for the year. Percussion will submit video recordings and/or take assessments during rehearsal or flex periods.

Group "play-off" quizzes may be given during rehearsals in school as a means to assess progress on a more frequent basis.

REHEARSAL EXPECTATIONS AND PROCEDURES

The following expectations and standards are designed to allow the ensemble to develop to the best of its abilities. They are not intended to inhibit musical creativity or growth, but rather to provide an environment that promotes music making.

DO's

- Be on time
- Be prepared
- Participate and contribute
- Be attentive
- Put things where they belong
- Respect others

DON'T's

- Be disruptive
- Chew gum, eat or drink in band room

BE ON TIME

Be in the band room before the late bell rings (9:23). Be in your seat with your equipment by 9:26. Attendance will be taken at 9:28. If you are not in your seat, you will be marked late (0.5 points off grade). Rehearsal will begin around 9:29. You should utilize the time to warm-up, check your pitch with your tuner, and get your music ready. Percussionists should use the time to get music in order, prepare instruments, mallets, etc.

BE PREPARED

Be prepared physically and mentally to begin rehearsal

- Get music in order - it will be posted on the board
- Make sure instrument is ready - good reeds, valves oiled, etc.
- TUNE - check your pitch with your tuner
- PENCIL - have a pencil at your stand
- Leave everything else out of the rehearsal
  - no bags, books, cell phones, iPods, etc.
  - no cases

PARTICIPATE AND CONTRIBUTE

You must physically participate. Therefore, you must have your instrument and music at rehearsal. Taken an active part in the process - pay attention to everything and learn the rest of the music. You receive credit for participating in rehearsals - 1 percentage point per rehearsal. Some of these points will be deducted from your grade for anything that prohibits your participation and contribution, such as:

- Absence or tardy (see explanation below)
- Not having instrument and/or music
- Not having pencil
- Chewing gum
- Poor posture when playing
- Being disruptive

BE ATTENTIVE

You practice at home to learn to play your part. Rehearsal is to learn everyone else's part. Rehearsal is when we take all of the individual parts and collaborate to make music.

PUT THINGS WHERE THEY BELONG
Make sure your music is labeled with your folder number. Keep your folder organized. Store it neatly in the folio cabinet or in your locker. Instruments must be kept in lockers. All personal items must be kept in lockers. Except during rehearsals, book bags, sports equipment, and other personal items should not be left on the floor of the band room or the instrument room.

Percussion - all percussionists are responsible for making sure all percussion items are put away properly following rehearsal. Keyboards and timpani are to be covered. Mallets, sticks, beaters, and auxiliary equipment is to be put away int he cabinet. Music is not to be left on stands.

RESPECT OTHERS
Do not use other people's things. Lockers should be locked to avoid problems. Only percussionists are permitted to play percussion instruments. Do not allow others to use your instrument.

DO NOT BE DISRUPTIVE
Don't talk during rehearsals while Mr. Martini is speaking or others are playing. Even if you are not playing, your talking will be disruptive to the music making process. Do not use electronics without specific direction.

Cell Phones, laptops and iPads
Electronics are NOT permitted during rehearsal unless the day's activity specifically calls for them. If we will be using iPads/Laptops during rehearsal, it will be clearly indicated on the board with the rehearsal outline. Otherwise - electronics are NOT to be at your seat under an circumstance. Any cell phone, iPad, or laptop out or on your person during rehearsal (unless you are instructed to use it as part of the day's activity), whether on or off, in use or not, including being used as a music player, will result in a discipline referral. There will be a zero tolerance policy for electronics during rehearsal. No warnings.

DO NOT CHEW GUM, EAT, OR DRINK
No gum is permitted during rehearsal by anyone (including percussion). Points will be deducted for chewing gum during rehearsal.

Do not eat or drink in the band room without Mr. Martini's permission. Water bottles (with water only) are permitted.

Participation & Contribution Expectations

Grade point deductions will occur as follows:

Not present	-1 point (not present in class)
Late to class or seat	-.5 point
Not prepared	-.5 to -1 point (no instrument, music, pencil, etc.)
Disruptive	-.5 to -2 points (or more)
Not participating	-.5 to -2 points (poor posture, not playing, chewing gum, etc.)

Failure to abide by the simple and practical rules for rehearsal may result in a student being asked to leave rehearsal, after which the student will be sent to the discipline office with a referral.

CHARMS

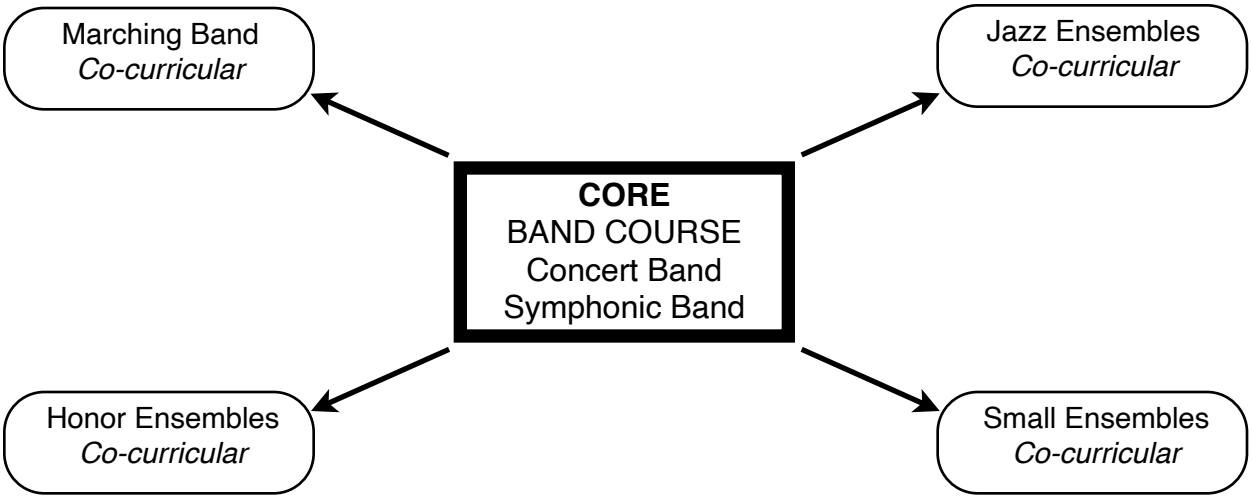
Charms is an online information management program that is used to manage the band program at Central York. Each member of the band may log into the site for a variety of things:

- Update contact and personal information
- View a comprehensive Calendar of Events
- Sign up for Parent volunteers
- Purchase items in the Online Store
- Check Individual Account Balance
- Check fundraising information
- Download forms
- Check attendance (after school events)
- More

To go to Charms, visit: https://www.charmsoffice.com
School Code: CYHSBand
See Mr. Martini for your Password

CO-CURRICULAR ENSEMBLES

There are several co-curricular ensemble experiences designed to enrich the musical education of band members. While participation in the band course is not required (with the exception of PMEA honor groups), these experiences are designed to enhance the overall music education program and rely heavily on the music curriculum and training received in the band course, while giving students a specialized instrumental experience.



Panther Marching Band *(August - November)*

CENTRAL YORK MARCHING BAND

The Panther Marching Band begins rehearsing over the summer and continues with performances throughout the football season. Sign-up takes place in the Spring for the following year. There are no auditions for the marching band, however, tryouts are held for percussionists and color guard in order to facilitate placement and instrument assignments.

Jazz Ensembles *(November - May)*

Jazz at Central

There are usually two jazz ensembles at Central. Students audition for placement in either the Jazz Lab (select group) or the 6 O'Clock Jazz Band (pending instrumentation). While there are some limitations on instrumentation, every effort is made to allow as many students to participate as possible. Auditions for guitar, bass, and piano are open to students who may not be in the band program, due to the nature of those instruments not being traditional band instruments.

Holiday Ensembles *(November - December)*
Several ensembles are active during the Holiday season, including: Holiday Brass (brass band), Winter Winds (woodwinds); December Drums (percussion) and Saxy Santas (saxophone ensemble).

Percussion Ensemble *(September - May)*
Percussion ensembles are sometimes made available throughout the year to provide more opportunity for percussionists to perform and improve.

PMEA Honor Ensembles
Students may auditions for the York County High School Honors Band, PMEA District 7 Band, and PMEA District 7 Jazz Band. District Band & County Band Auditions are held in early December and District Jazz auditions are held in January. Students may also submit an audition recording for the PMEA All-State Jazz Ensemble. PMEA Honor Ensembles are only available to those students enrolled in the band course. For more information, contact Mr. Martini.

PRIVATE LESSONS
All students are encouraged to take private lessons with specialist on their instrument. The music department maintains a list of private teachers in the area. Links to this list can be found on any music faculty's teacher web page.

BAND AWARDS

Band Service Awards

Service Award Points are accumulated throughout the student's high school band career. Points are awarded for participation in various different ensembles and activities that contribute to the betterment of the high school band through individual achievement.

Points are awarded (each year) as follows:

Symphonic Band	1 point
Concert Band	1 point
Marching Band	1 point
Marching Band Student Leader	1 point
Jazz Lab	1 point
6 O'Clock Jazz Band	1 point
Pit Orchestra (musical)	1 point (per production)
Small Ensembles	.5 point each
Audition for District Band	.5 point
Audition for District Jazz Band	.5 point
Audition for All-State Jazz Band	.5 point
Honors Band (PMEA, YCHSHB)	1 point each
Private Lessons	1 point
Band Council Member	.5 point
Tri-M Officer	1 point

Additional points may be awarded for participation in other school band ensembles.

Service Awards

Points Earned	Award
4 points	Service Certificate
8 points	Chenille Band Letter
14 points	Service Bar Pin
20 points	Honors Musician Plaque

John Philip Sousa Band Award

This national band award, sponsored by the Instrumentalist and the John Philip Sousa Foundation, is presented to a senior band member in recognition of outstanding achievement and interest in instrumental music, for singularly displaying generally those high qualities of conduct that school instrumental music requires.

Louis Armstrong Jazz Award

This national award is presented to the outstanding instrumentalist in the field of jazz, as demonstrated through superior musicianship, character, and individual creativity.

National School Marching Band Award
The National School Marching Band Award, is presented in recognition of outstanding contribution, dedication, character, and leadership to the Central York High School Panther Marching Band.

Outstanding Senior Band Member
This award is presented to a senior band member in recognition of musical excellence as a performer, band member, and soloist. The recipient of this award is chosen by the members of the band.

Outstanding Underclass Band Member
This award is presented to a underclass band members in recognition of the highest personal contribution to the band during the current year, based on attitude, personality, esprit de corps, and musicianship. The recipient of this award is chosen by the members of the band.

Neil E. Shue Memorial Music Scholarship
This scholarship was established in 1974 to honor the memory of Neil E. Shue, a former member of the band and drum major for the 1971 Marching Band, who died of complications from leukemia in 1972 before he was able to fulfill his dream of becoming a music teacher. The scholarship was established to assist students from Central York High School who plan to continue their education in music. Applications are available in the Spring from the guidance office. Any music student pursuing a 4-year college degree in music is eligible to apply.

Ken Matthews Memorial Music Scholarship (TBA)
Mr. Ken Matthews taught music for 35 years, was the Central York Middle School band director, and founded the Fife and Drum Corps, retiring in 2003. He was beloved by thousands of Central graduates and remained an advocate and supporter of CYSD music until his sudden passing in July of 2020. This newly established memorial scholarship is intended for a senior who was a member of the CYMS Fife and Drum Corps and who is pursuing a college degree in music.