

Marching Band Sample Teaching Sequence

The following curriculum is designed to enhance student understanding and practice of all associated techniques within the marching band discipline. Through this curriculum, students will develop exceptional marching and playing techniques as well as leadership skills for the professional world and beyond. It is intended for high school students grades 9 through 12 and will aid in their success as part of the Marching Band regardless of whether they carry any prior experience.

The curriculum is broken into two parts. The first part features the full Band Camp sequence and continues into the Fall marching and performance season. It touches upon every skill that students must master in order to succeed on Game Day including, but not limited to, proper marching techniques, proper playing techniques, tools and tricks for effective drill learning, logistical procedures, and embodying professionalism for representing oneself and the program. The second part of the curriculum overlaps with the latter half of the first and features additional skills and strategies for enhancing performances as well as providing developmental opportunities for students through learning auxiliary techniques, leadership and life skills, and more.

Student learning will be assessed through periodic performance tests as well as through continuous assessment by the teacher, by their peers, and of themselves as part of the rehearsal structure. Students will be expected to play music with correct articulations, dynamics, and phrasing, and perform auxiliary movements as well as execute their drill with precision through active engagement, appropriate step sizes, dressing and guiding of forms, and performing with the highest level of effort and contribution.

The goals of student learning include the ability to perform on their instrument or in their respective auxiliary discipline in a new way and march in a variety of technical ways that will contribute highly to the collective performance. These goals also involve the discovery and development of critical life skills such as teamwork, accountability, discipline, perseverance, and participating in an environment that fosters camaraderie, respect, and a sense of belonging, all of which occur as a byproduct of the marching band activity.

Marching band is all about creating a moment that exists only for a short while but provides participants and audiences with an experience that will change their life. Through this curriculum, students will become better, more self-aware performers and people, and they will be guided towards creating a better version of themselves that not only contributes highly to the ensemble but contributes highly to all aspects of their life. The skills learned through marching band will serve them throughout the rest of their lives as they move on to make an impact wherever they go beyond the field. Marching band fosters the creation of better people. With marching band, we can create a better world together.

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CURRICULUM PART ONE: UNIT 1

Marching FUNdamentals (Band Camp 101)

Unit Objective:

SWBAT receive, understand, repeat, and respond to all vocal and whistle commands and demonstrate all basic skills required for marching in time as a unit. Students will also begin to learn to self-assess and evaluate their own performance.

FL State Music Education Standards Addressed:

1. PE.912.M.1.5 – Apply strategies for self-improvement based on individual strengths and needs.
2. PE.912.M.1.30 – Combine and apply movement patterns from simple to complex.

Lesson 1.1 – Fundamentals of Marching in Place

Lesson Objective: SWBAT demonstrate proper flag/instrument carry and respond appropriately to whistle and vocal commands for set/attention, parade rest, horns up, and mark time (MT).

Components:

- Posture
- Instrument/flag carry (varies)
- Vocal and whistle commands
- Horns up/horns down movements to count-offs and whistles
- Set/attention and parade rest, and moving between the two
- Mark time: conceptually, individually, and then together to a pulse
- Concept of reciting commands (example., MT 8, Halt)

Lesson 1.2 – The Football Field

Lesson Objective: SWBAT understand and accurately identify parts and measurements of the football field relevant to marching band.

Components:

- Terminology and layout of the field
- Measurements of the field: endzone to endzone, yard line to yard line, hash to hash, hash to sideline, tick to tick
- Zero points, ticks, hashes

Lesson 1.3 – Marching Forwards

Lesson Objective: SWBAT demonstrate adequate understanding of and ability to march forward (FM) at an 8-to-5 step size.

Components:

- 8-to-5 step size
- Reading the field! Where is one step off, two steps off, three, four, etc.
- Forward march technique, pushing off platforms
- Even step sizes
- Reinforce posture and instrument carriage, now with movement
- Drills of 8 first, then 16, then longer (example: MT 8, FM 32, Halt)
- How to self-identify mistakes – what are some common marching mistakes?

Lesson 1.4 – Marching Backwards

Lesson Objective: SWBAT demonstrate adequate understanding of and ability to march backwards (BM) at an 8-to-5 step size.

Components:

- 8-to-5 step size
- “Airplanes, not rockets”
- Standing tall but balanced while moving backwards, pushing off from platforms
- Drills of 8 first, then 16, then longer (example: MT 8, BM 32, Halt)
- Transitions: FM to BM and BM to FM
- Self-identifying mistakes

Lesson 1.5 – Dressing and Guiding in Forward and Backward March

Lesson Objective: SWBAT to effectively demonstrate basic understanding of guiding and dressing forms while marking time, marching forwards, and marching backwards.

Components:

- Using peripherals to guide and dress side to side, dress to the form
- Introduce whistle commands and vocal commands for dressing
- Identifying and correcting mistakes in straight, moving lines
 - What is the *cause* of the problem?

UNIT 1 SUMMATIVE ASSESSMENT:

Assessment of unit 1 materials is a **performance test** of all basic drill moves and proper responses to whistle and vocal commands including,

- Set/Attention
- Parade Rest
- Horns Up/Horns Down
- Mark Time
- Forward March 8-to-5
- Backward March 8-to-5
- Dressing and guiding in MT, FM, and BM
- Taking proper, even 8-to-5 step sizes

UNIT 2 - WINDS

Breathing and Playing for Marching Band

Unit Objectives:

SWBAT demonstrate proper and efficient athletic breathing techniques required for the demands of marching band. Unit 2 serves as a prerequisite chapter for units 3, 5, and 7.

FL State Music Standards Addressed:

1. PE.912.M.1.30 – Combine and apply movement patterns from simple to complex.

Lesson 2.1 – Breathing

Lesson Objective: SWBAT understand and demonstrate athletic breathing techniques for moving large amounts of air effectively for varying durations.

Components:

- Review posture
- Breathing gym exercises

Lesson 2.2 – Intonation, Blend, Balance

Lesson Objective: SWBAT tune, blend, and balance their playing with others effectively using active listening. Students will reference the “cupcake” model for balance when tuning and creating a cohesive ensemble sound.

Lesson 2.3 – Basic Playing Exercises, Standing Still

Lesson Objective: SWBAT adequately apply understanding of athletic breathing principles as well as intonation, blend, and balance to playing their instruments.

Components:

- Review attention/parade rest, horns up/horns down
- Basics on how to follow conducting patterns
- Scales, warm-ups, tuning sequence, chorales

****LESSONS 2.1 – 2.3 ASSESSMENT:** Demonstrate full warm-up sequence starting with breathing exercises, moving into instrumental warm-ups, then the tuning sequence, and ending with the chorale. Students are encouraged to use sheet music for this assessment.

Lesson 2.4 – Marching and Playing Together

Lesson Objective: SWBAT will be able to demonstrate the basics of marching and playing in conjunction.

Components:

- Marching techniques review: MT, FM, BM, reciting commands
- Reinforce posture, concept of roll step, separation between upper and lower body while moving
- Review breathing
- Whole notes first with movement (example: scales or arpeggiated patterns, each note lasts duration of 2, 4, or 8 8-to-5 steps in a given tempo).
 - Then do quarter notes (one note per 8-to-5 step) with movement: FM, BM, MT, transitions

UNIT 2 - DRUMLINE

Developing Basic Percussion Techniques

Unit Objectives:

SWBAT demonstrate basic techniques required for battery percussion and playing together as a unit. Unit 2 serves as a prerequisite chapter for units 3, 5, and 7.

FL State Music Standards Addressed:

1. PE.912.M.1.30 – Combine and apply movement patterns from simple to complex.

Components:

- Drumline techniques – snare, tenors, basses, cymbals
- Drumline warm-ups
- Marching and playing together

UNIT 2 – AUXILIARY GROUPS

Developing Basic Auxiliary Techniques

Unit Objectives:

SWBAT demonstrate proper techniques required for the color guard, baton twirling, and/or dance team. SWBAT be able to begin to apply basic movements together as units. Unit 2 serves as a prerequisite chapter for units 3, 5, and 7.

FL State Music Standards Addressed:

1. PE.912.M.1.30 – Combine and apply movement patterns from simple to complex.

UNIT 2 ASSESSMENT:

Assessment of Unit 2 materials for all groups will be conducted formatively while students are learning and practicing. Formal assessment of unit 2 concepts will be conducted at the end of Unit 4.

UNIT 3

Learning the Music

Unit Objectives:

SWBAT to play through all music associated with the beginning of the marching season.

Unit 3 serves as a prerequisite chapter for Unit 5.

Logistical Prerequisite: Students must learn Concert Arcs and Indoor Seating arrangements before beginning to learn the music.

FL State Music Standards Addressed:

1. MU.912.S.2.1 – Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
2. MU.912.S.2.2 – Transfer expressive elements and performance techniques from one piece of music to another.
3. MU.912.S.3.5 – Develop and demonstrate proper instrumental technique.

Lesson 3.1 – Pregame, Fight Songs

Lesson Objective: SWBAT play all songs of the Pregame Show using sheet music.

Lesson 3.2 – The Halftime Show

Lesson Objective: SWBAT play all songs of the first Halftime Show using sheet music.

Lesson 3.3 – Standards, CTs

Lesson Objective: SWBAT play all Standards and Crowd Teasers using sheet music.

UNIT 3 ASSESSMENT:

Unit 3 assessment will be conducted formatively while helping students become familiar with and begin to memorize all songs. At this point, the warm-up/tuning/choral sequence should be memorized. Pregame, Halftime, and stands music selections will be memorized by given dates during school year and assessed formally at that point. Assessment of music will be continuous throughout the marching season in order to inform future rehearsal.

UNIT 4

Developing Advanced Marching Techniques

Unit Objectives:

SWBAT respond with precision and accurate technique to a variety of whistle and vocal commands as well as demonstrate a variety of step sizes and strategies for dressing and guiding. Unit 4 serves as a prerequisite chapter for Unit 5.

FL State Music Standards Addressed:

1. PE.912.M.1.5 – Apply strategies for self-improvement based on individual strengths and needs.
2. PE.912.M.1.30 – Combine and apply movement patterns from simple to complex.

Lesson 4.1 – Slides in 8-to-5

Lesson Objective: SWBAT demonstrate proper marching technique in slides (RS/LS), forward march, backward march, and the transitions between them.

Components:

- Using the field to gauge proper step sizes
- Even step sizes
- Transitions
 - FM → LS, LS → FM
 - FM → RS, RS → FM
 - BM → LS, LS → BM
 - BM → RS, RS → BM
 - RS → LS, LS → RS
- Slide box drills, figure 8s, other challenging drills

Lesson 4.2 – Flanks in 8-to-5

Lesson Objective: SWBAT demonstrate proper marching technique in flanks (RF/LF), forward march, and the transitions between them.

Components:

- Transitions
 - FM → LF
 - FM → RF
- Flank box drills, figure 8s, other challenging drills

Lesson 4.3 – “To-the-Rear”

Lesson Objective: SWBAT demonstrate proper marching technique of a “To-the-Rear” (TTR) movement.

Lesson 4.4 – Adjusted Step Sizes

Lesson Objective: SWBAT demonstrate adequate understanding of and ability to march forward, backwards, in slides, in flanks, and in transitions in three adjusted step sizes.

Components:

- 6-to-5
- 12-to-5
- 16-to-5
- Perform each of these in FM, BM, TTR, Flanks, Slides

Lesson 4.5– Obliques

Lesson Objective: SWBAT to demonstrate proper marching technique in oblique motion using adjusted step sizes.

Components:

- Start moving zero-point to zero-point on yard lines, then move off the grid
- FM and BM obliques to the left and right (FRO, FLO, BRO, BLO)

Lesson 4.6 – Strategies for Dressing Shapes: Circles, Arcs, and Diags

Lesson Objective: SWBAT effectively dress circles, arcs, and diagonals (“diags”) using advanced dressing techniques.

Components:

- Review field markings
- Review dressing commands for straight lines
- Focalize, cover down, etc.

UNIT 4 SUMMATIVE ASSESSMENT:

Assessment of unit 4 materials is a **performance test** of demonstrating given drill commands on-the-spot. These drills may involve use of all basic step sizes, marching techniques, and directional transitions. (Sample drill: MT 8, FM 16, LS 16, FM 8, RS 8, BM 16, LS 8, FRO 16 @ 16-to-5, LS 8, BRO 16 @ 16-to-5, FLO 16 @ 16-to-5, BM 24, Halt.)

UNIT 5

Learning the Drill *Applying everything you know so far!*

Unit Objectives:

SWBAT apply their knowledge of the football field and marching and playing techniques to find and march the drill forms of the Pregame and Halftime shows. Unit 5 is intended to be learned over the course of multiple weeks and is a prerequisite for Unit 7.

FL State Music Standards Addressed:

1. PE.912.M.1.8 – Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
2. PE.912.M.1.19 – Use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.
3. PE.912.C.2.3 – Analyze the movement performance of self and others.

Lesson 5.1 – Effective Drill Learning

Lesson Objective: SWBAT to use the Ultimate Drill Book App (UDBapp) and the football field efficiently to understand and find their drill coordinates.

Components:

- How do we learn drill? What tools do we use? (UDBapp, chips, etc.)
- Review how to read the field
- UDBapp demo
- Concept of “check, adjust, run it back”

Students must understand that multiple reps of the same move must occur in order to visualize, learn, check, adjust, and memorize every movement on the field – we want to hit the mark EVERY time!

Lesson 5.2 – The Pregame Show

Lesson Objective: SWBAT to find their coordinates of each set in the Pregame Show and repeatedly hit them with accuracy and proper technique.

Components:

- Review playing and marching, concert arcs
- Drill first, then add music set-by-set; learn how the music fits with the movements

Lesson 5.3 – The Halftime Show

Lesson Objective: SWBAT to find their coordinates of each set in the Halftime Show and repeatedly hit them with accuracy and proper technique.

Components:

- Review playing and marching, concert arcs
- Drill first, then add music set-by-set; learn how the music fits with the movements

UNIT 5 ASSESSMENT:

Assessment of unit 5 materials will be conducted through analyzing students' ability to efficiently learn and accurately execute drill moves and play music, all while marching with excellent technique. At this point, there are three big concepts starting to come together: 1) marching technique, 2) playing and memorizing the music, and 3) performing and memorizing the drill. Assessment of the above skills will be continuous and formative throughout the marching season, and each will be practiced plenty through repetition in rehearsals. The drill forms should be memorized by given dates throughout the marching season, at which point a summative assessment will be conducted.

UNIT 6

GAME DAY

Unit Objectives:

SWBAT understand the logistical procedures and demonstrate expected behaviors involved in a successful game day including proper uniform wear and care and operating as a band within the football stadium.

Lesson 6.1 – Uniforms

Lesson Objective: SWBAT to properly don and doff their assigned marching band uniform as well as demonstrate proper wear and care of all uniform parts.

Components:

- Distribute all uniforms parts
- Uniform demo: proper wear, proper care, plus non-examples
- Distribute other performance wear: t-shirts, polos, hats, etc.
- Uniform Crew recruitment for marching season (conducted by Band Director and current Uniform Captains)

Lesson 6.2.1 – Game Day Procedures

Lesson Objective: SWBAT understand and demonstrate logistical game day procedures and meet game day expectations, per the guidelines laid out in the Band Handbook.

Components:

- Lesson 6.2.1 – Basic Conduct and Professionalism during Games and Events
- Lesson 6.2.2 – Parade Block and Stands Order

UNIT 6 ASSESSMENT:

Assessment of materials in unit 6 will be conducted through routine uniform checks on the morning of each game and prior to other performances. Understanding of logistical game day procedures will be demonstrated by students throughout game day.

CURRICULUM PART ONE SUMMATIVE ASSESSMENT:

Part one of the curriculum will have a “soft” ending at the end of Band Camp Preview Show, which will include a march through campus in parade block order, a memorized performance of Pregame and the first Halftime Show, and a performance of select Standards and CTs in concert arcs.

CURRICULUM PART TWO: UNIT 7

Enhancing and Perfecting the Performance

Unit Objectives:

SWBAT enhance the performance of the Halftime Show through the addition of visuals and other special movements. Additionally, students will begin to memorize their drill spots through repetition. Unit 7 is intended for the Halftime Show explicitly, however principles of perfecting music and drill will also apply to stands tunes and the Pregame Show respectively.

FL State Music Standards Addressed:

1. PE.912.M.1.8 – Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
2. PE.912.M.1.33 – Practice complex motor activities in order to improve performance.
3. PE.912.C.2.3 – Analyze the movement performance of self and others.
4. MU.912.C.2.1 – Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
5. MU.912.S.2.2 – Transfer expressive elements and performance techniques from one piece of music to another.

Lesson 7.1 – Adding Visuals

Lesson Objective: SWBAT effectively demonstrate special added techniques for visually enhancing the Halftime Show.

Components:

- Special horn moves, postures, movements

Lesson 7.2 – Perfecting the Performance

Lesson Objective: SWBAT to demonstrate active engagement and precision in executing all drill forms and performing all music of the Halftime and Pregame shows at the highest levels.

Lesson 7.3 – Parade Block

Lesson Objective: SWBAT demonstrate proper marching and playing techniques while performing in the parade block. Parade block practice will consist of all fundamentals including basic movements, gate turns, step size changes, whistle commands, directional changes, roll-offs, and more.

UNIT 7 ASSESSMENT:

Assessment of Unit 7 materials will be conducted formatively in an ongoing manner while students are learning and continue to rehearse and practice the shows.

UNIT 8

Leadership for the Marching Ensemble and Beyond

Unit Objectives:

The primary objective of Unit 8 is for all students to participate in the acquisition of character-building qualities common among leaders, as well as to provide them with valuable opportunities to learn and develop professional and personal life skills in an engaging context. SWBAT to demonstrate effective leadership skills and principles through the lens of marching band. Secondary objectives of this unit include to audition and fill all available leadership positions for the following marching season. Unit 8 is designed to be concurrent with the remainder of the units in the curriculum and will continue through the end of the school year.

The Leadership unit may be subject to adaptation, and lessons may not necessarily occur in the order laid out below.

FL State Music Standards Addressed:

1. PE.912.C.2.3 – Analyze the movement performance of self and others.
2. MU.912.S.3.4 – Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
3. SP.PK12.US.3.2a – Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
4. SP.PK12.US.3.2b - Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.
5. SP.PK12.US.5.2 – Communicate messages and ideas clearly in a variety of situations.

Lesson 8.1 – Defining What Makes One a Leader

Lesson Objective: SWBAT identify traits of strong leadership and apply them to marching band as well as begin to practice acting and speaking appropriately in front of others.

Components:

- Characteristics of leadership
- “Good” leadership versus “bad” leadership
- Examples of leadership in marching band?
- Intro to public speaking (will be applied throughout the unit)
- Three Rs of Leadership: Responsive, Responsible, Respectful

Lesson 8.2 – Error Detection & Correction

Lesson Objective: SWBAT effectively identify and correct both common and uncommon mistakes in marching technique and performance.

Components:

- Marching error detection
- Music error detection
- Correct the *cause* of an issue, not just the symptom
 - i.e., what is causing poor posture while marching? What is causing one to be out of step? What is causing intonation issues?
- Giving feedback – be confident, concise

Lesson 8.3 – Marching Leadership

Lesson Objective: SWBAT demonstrate techniques associated with leading productive, constructive marching sessions.

Components:

- How to teach marching?
- Marching sectional techniques
- What to watch for?
- Giving Feedback

Lesson 8.4 – Musical Leadership

Lesson Objective: SWBAT demonstrate techniques associated with leading productive, constructive music sectionals.

Components:

- How to teach music?
- Music section techniques
- What to listen for?
- Giving feedback

Lesson 8.5 – Ensemble Leadership

Lesson Objective: SWBAT demonstrate techniques associated with setting a powerful example as a member of the ensemble such as creating a positive, encouraging, and invigorating rehearsal environment and being the “model band member.”

Lesson 8.6 – Interpersonal and Personal Conflict

Lesson Objective: SWBAT identify and demonstrate actionable techniques for handling conflicts both with and among peers. Students will also be able to describe and practice effective stress management techniques.

Components:

- Conflict resolution
- Problem-solving
- Objective listening
- Stress management

Lesson 8.7 – Interview Techniques

Lesson Objective: SWBAT to demonstrate effective practices for succeeding in interviews and other common professional hiring and presentation environments.

Lesson 8.8 – Section Leader Auditions

Lesson Objective: SWBAT to demonstrate skills necessary for succeeding in all parts of Section Leader auditions. This “lesson” will occur towards the end of the school year.

Components:

- Requirements and expectations for all aspects of Section Leader auditions will be specified by the Director and/or instructors.

Lesson 8.9 – Drum Major Auditions

Lesson Objective: SWBAT to demonstrate skills necessary for succeeding in all parts of the Drum Major audition. This “lesson” will occur towards the end of the school year.

Components:

- Requirements and expectations for all aspects of the Drum Major auditions will be specified by the Director and/or instructors.

Lesson 8.10 – Other Leadership Position Auditions

Lesson Objective: SWBAT to demonstrate skills necessary for succeeding in auditions and interviews for other leadership positions including Guard Captain, Dance Captain, Uniform Captain, Equipment Captain, and Logistics Coordinator. This “lesson” will occur towards the end of the school year.

Components:

- Requirements and expectations for all aspects of additional leadership auditions will be specified by the Director and/or instructors.

UNIT 8 ASSESSMENT:

Assessment of Unit 8 materials will be conducted formatively until the end of the school year. At the end of the school year, leadership materials are assessed during leadership auditions for all positions for the following school year.

UNIT 9

Athletic Band Conducting

Unit Objectives:

SWBAT become comfortable with athletic band style conducting and be able to demonstrate basic time signatures, count-offs, cutoffs, and expression in various marching band tunes.

Unit 9 is intended to be concurrent with Unit 8 in preparation for lessons 8.7 and 8.8.

FL State Music Standards Addressed:

1. SP.PK12.US.5.6 – Effectively use nonverbal language, such as proximity, eye contact, gestures, and postures.

Lesson 9.1 – Basic Patterns, Conducting Style

Lesson Objective: SWBAT demonstrate conducting patterns for all basic time signatures in an athletic band conducting style.

Components:

- 4/4, 2/4, 3/4

Lesson 9.2 – Whistles, Vocals, Cutoffs

Lesson Objective: SWBAT to demonstrate proper count-offs, cut-offs, and expression in an athletic band conducting style.

UNIT 9 ASSESSMENT:

Assessment of Unit 9 materials will be conducted formatively while students are learning and practicing. Extensions of unit 9 materials may involve instructing students who are interested in learning how to run effective rehearsals and a continued exploration of error detection and correction in regard to music, marching, and basic teaching.

UNIT 10

Auxiliary Techniques and Other Marching Styles

Unit Objectives:

SWBAT to demonstrate basic movements with auxiliary equipment as well as common techniques and styles of marching used by other ensembles.

Lesson 10.1 – Chair Step and High Step

Lesson Objective: SWBAT understand and demonstrate the chair step and high step in forward march and in oblique motion at an 8-to-5, 16-to-5, and 12-to-5.

Components:

- Review posture in context of new step techniques
- Review mark time in context of new step techniques
- TTR

Lesson 10.2 – Color Guard Techniques

Lesson Objective: SWBAT demonstrate basic understanding of auxiliary techniques utilizing flags, rifles, and batons as well as basic dance movements.

Components:

- Lesson 10.2.1 – Flag Techniques
- Lesson 10.2.2 – Rifle Techniques
- Lesson 10.2.3 – Baton/Majorette Techniques
- Lesson 10.2.4 – Dance Team Techniques

Lesson 10.3 – Drum Major Techniques

Lesson Objective: SWBAT demonstrate basic understanding of techniques commonly seen and associated with the Drum Major.

Components:

- The Drum Major Mace or Baton
- Drum Major kick step, field entrances

UNIT 10 ASSESSMENT:

Assessment of Unit 10 materials will be conducted formatively while students are learning and practicing.

CURRICULUM PART TWO SUMMATIVE ASSESSMENT:

The Marching Band curriculum Part Two will conclude with the execution of leadership auditions for open positions including Drum Major, Section Leader, Logistics Coordinator, Uniform Captains, Equipment Captains, Dance Captain, and Guard Captain.