

2011-2012

CARLMONT INSTRUMENTAL MUSIC

HANDBOOK & CONTRACT



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2011-2012 Performance Calendar can be found at: www.carlmontmusic.com

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CARLMONT HIGH SCHOOL INSTRUMENTAL MUSIC

Students and Parents:

Welcome to the Carlmont Instrumental Music Program! Please take a few moments to read the following information; it will help you to understand our overall vision, as well as specific goals to which all Carlmont instrumental music students must commit.

Vision

The Carlmont High School Music Program is dedicated to provide an environment to promote music as an essential element in life whereby respect, self-confidence, discipline, teamwork, and commitment are fostered by adhering to the highest possible musical and personal standards.

In a world that is prone to lower expectations and mediocrity, the Carlmont Instrumental Music Program has established the following goals to help students to be fully accountable for their actions, committed to their craft, demonstrate a positive attitude, and work together as a team so that we, our families, friends, and community may experience the highest quality music and personal standards possible and therefore, achieve the vision of our program.

Goals

Educational- <i>Carlmont Instrumental Music Students Will...</i>

1. Obey all school and class rules at all times.
2. Demonstrate Respect, Responsibility, Resourcefulness, and Reliability (the 4 R's) in the classroom and during rehearsals and performances.
3. Demonstrate an eagerness to help others.
4. Understand the importance of practicing correctly and practice consistently at home.
5. Demonstrate proper care and maintenance of all instruments, especially their own.
6. Demonstrate correct posture and attentiveness while playing.
7. Perform with proper air support, tone quality, intonation, articulations, technique, dynamics, rhythms, expression, sensitivity, and phrasing.
8. Understand the California State Content Standards for music and strive for proficiency in each one.

Facilities/Equipment- *Carlmont Music Program will provide...*

1. A safe, clean, nurturing, and education-friendly environment at all times.
2. A classroom accessible to all students and open to visitors at all times.
3. Top quality musical instruments and equipment for student use.
4. Ample storage areas for musical instruments and personal belongings.
5. State-of-the-art practice rooms are available for music student use before and after school and during lunch.
6. Acoustically sound rooms to ensure performances of the highest musical quality and prevent unnecessary damage to the ears.
7. Resources for students to further their musical knowledge in all areas, including tone and technique, rhythmic and pitch sensitivity, theory and analysis, music history, composition, improvisation, and practical applications, including musical careers.

Technology- *Carlmont Music Program will include:*

1. Music technology to improve teaching and learning in music.
2. The use of multimedia components to enhance musical understanding and appreciation.
3. Computer software to improve composition, music theory, improvisation, musical performance, and basic musical skills.

Community- *Carlmont Music will enhance the surrounding community by...*

1. Performing public concerts and publicizing the music program offerings.
2. Making music available, as necessary, for community events.
3. Offering outreach to younger students in the form of music mentoring, lessons, workshops, joint performances, and clinics.
4. Attending amateur and professional performances of other ensembles.
5. Working collaboratively on projects with other faculty, students, and clubs to enhance school climate.

Academic Policies

Grading: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59 or below = F

1. Each rehearsal is worth 5 points. (Adds up to 200 points each quarter.) You must be present in music class with instrument and materials to earn your daily points. Daily participation points can be made up by practicing for a 20 minute period during lunch.
2. Most performances are worth 100 points.
3. Points will be deducted for poor behavior, not being prepared for class (not having your music, instrument or pencil) or non-participation.
4. Playing tests will also be used to assess student progress.
5. You will also earn points for home practice. A written log of all home practice is to be kept by each student. The form for tracking your home practice can be downloaded from the Carlmont music website. Practice logs are to be turned in at the end of each quarter. There will be a one week window at the end of each quarter that practice logs may be turned in. To receive points, the practice log must be signed by a parent and turned in on time. **Any forgeries of parent signature may result in removal from the program.** Practice logs are worth a maximum of 100 points per quarter. Practice grades will be graded in the following manner:

- A - 2 hours and above average per week
- B – 100 to 119 minutes per week average
- C – 80 to 99 minutes per week average
- D – 60 to 79 minutes per week average
- F – below 60 minutes per week average

5. In addition to rehearsal and practice points, you will earn points by completing a number of written assignments throughout the year. These may include but are not limited to:

- Performance Reviews (at least 1 per semester)
- Rehearsal Rubrics
- Music Theory
- Listening Logs

Class and Performance Attendance Policy:

1. If you are unable to play your instrument in class, you will need to fill out a rehearsal critique to make up the points for the day. You will be allowed only two non-playing days per semester without a doctor's note.

2. If you are tardy to class you will lose your points for the day.

3. Missing a performance without teacher approval (any concert, festival or field trip) will drop your grade by two full letter grades, for example: an A drops to a C, a B drops to a D.

4. Performances are mandatory - please look over the 2011-2012 calendar carefully. You may check the calendar at any time by visiting our department website at: www.carlmontmusic.com. **Any conflicts must be submitted 30 days prior to the event and must be approved by Mr. DaBaldo. If the conflict is approved you will be given the opportunity to make up the points. Please see the file outside of Mr. DaBaldo's office for conflict forms.**

Class Rules:

1. Follow instructions and all school policies.

2. Come to class prepared to learn and with all necessary materials.

3. Come to class on time.

4. Keep hands, feet and objects to yourself.

5. Use appropriate language – no teasing, bullying, profanity, or put-downs

6. **No gum, food or drink will be allowed anywhere in the music complex, including locker rooms and practice rooms..**

* Respect everyone and everything in the room. You and your classmates have a right to learn and the teacher has a right to teach. Disruptive behavior of any kind prevents learning and teaching. It will not be tolerated. We must all work together to make a positive and productive learning environment.

* The percussion equipment is off limits to all non-percussionists. The piano is off-limits to anyone unless you have Mr. DaBaldo's permission. The large string instruments are off limits to all but cellists and bassists.

* All bathroom breaks and drinks are to be taken care of before you enter the classroom.

* Cell phones should never be on or visible in class. Cell phones will be immediately confiscated.

* The TEACHER will dismiss the class when the period is over, NOT the bell.

Consequences for poor behavior choices:

1. Verbal warning, loss of points for the day.
2. Call home to parent
3. Referral to AVP

Class Procedures:

1. Leave your backpack in your locker or under your seat.
2. You are to be in the music room prior to the late bell. You are to be seated in your assigned seat with your instrument one minute after the bell rings with your music in rehearsal order.
3. Come to class prepared each day with your instrument, music folder and pencil. Folders and pencils are to be left in your "slot" in the music cabinets each day and retrieved before class begins.
4. If you want to ask a question (and I encourage you to!) you will raise your hand.
5. Leave all personal issues at the door.

Music:

Each student will be given a folder and music. Your name, part and performing group are to be written clearly on the folder. Students are financially responsible for their music and folders. Folders should be kept in their correct slot in the music storage cabinet. Music must never be left out. Students will be expected to take their music home and practice. Music should be marked when necessary with a pencil only. Marks are to be erased prior to turning your music in. No PENS are to be used to mark music. All music must be passed in at the time requested. If not turned in on time, you will be asked to file your own music. If you lose your sheet music, you will pay for replacements.

Lockers:

Each student will be assigned a music locker to store their instrument in. Combination locks are to be purchased from the music program for \$7. Each combination lock can be opened with a control key in the possession of Mr. DaBaldo. The only locks that may be used on the music lockers will be those sold by the music department. Lockers are for storing musical instruments only. Food and drink is not to be placed in music lockers. All students must keep their music lockers locked at all times.

Instruments:

Keep your instrument in working order at all times. Maintain accessories for your instrument (reeds, straps, oil, grease, mutes, rosin, strings etc.). Your instrument must be cleaned at least every quarter.

Practicing:

Home practice is essential. Your parts, exercises and playing assignments must be practiced and performed in a satisfactory manner. In other words: evidence that shows that you are truly attempting to improve your playing. Students should maintain a home practice routine with at least 2 hours of serious practice on their instrument each week. **A home practice log will be used to insure adequate practicing.**

Uniforms:

Uniforms will be checked out to you. Keep them clean, pressed and in good condition and appearance. They are the property of the music program and you are responsible for turning them in at the end of the school year in good condition. The uniform policy is posted on the Carlmont Music website (www.carlmountmusic.com). Please refer to this site for the up-to-date uniform policy.

California State Content Standards for Music

Grades Nine Through Twelve-Proficient

2.10 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read an instrumental score of up to four staves and explain how the elements of music are used.

1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1; scale: 1-6).

1.3 Sight-read music accurately and expressively (level of difficulty: 3; scale: 1-6).

Listen to, Analyze, and Describe Music

1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.

1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

[2.1-2.3 Vocal music only.]

2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4; scale: 1-6).

2.5 Perform on an instrument in small ensembles, with one performer for each part.

Compose, Arrange, and Improvise

2.6 Compose music, using musical elements for expressive effect.

2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.

2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.

2.9 Improvise harmonizing parts, using an appropriate style.

2.10 Improvise original melodies over given chord progressions.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.

3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Diversity of Music

3.3 Describe the differences between styles in traditional folk genres within the United States.

3.4 Perform music from various cultures and time periods.

3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Derive Meaning

4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.

4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills

5.3 Research musical careers in radio, television, and advertising.

2011-2012 Carlmont Instrumental Music Program Contract

Parents and students please sign this form and return it after you have read and fully understand the Carlmont Instrumental Music Program Handbook.

Please return only this page and keep the handbook for your reference.

- We have read the 2011-2012 Carlmont Instrumental Music Program Handbook.
- We have looked at the 2011-2012 Instrumental music calendar and have made a note of all required performances for this student.
- We understand all grading policies, procedures, rules and responsibilities described herein.

I am enrolled in the following music class(es):

- Concert Band
- Symphonic Band
- Jazz Ensemble
- Intermediate String Orchestra
- Symphony Orchestra

Students name

Student's signature/date

Parent/Guardian name

Parent/Guardian signature/date

Parent/Guardian home phone number: _____

Parent/Guardian cell phone number: _____

Parent/Guardian e-mail: _____