

2020-2021

**CARLMONT INSTRUMENTAL MUSIC
HANDBOOK & CONTRACT**



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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. This year's handbook has been modified to account for Distance Learning. Should we return to Carlmont for traditional learning, an updated version of this handbook will be made available.

Carlmont High School's Vision Statement

Our vision is to provide all students with a relevant education in a collaborative and supportive environment that inspires excellence in learning.

Carlmont High School's Mission Statement

The Mission of CHS is to provide a supportive learning environment that allows all students to achieve success in academics and careers. At Carlmont, education fosters a community of creative thinkers who are confident and collaborative in a rapidly changing society. Above all, we aspire to provide students with the skills they need to make positive contributions to their community and the world.

Student Learning Outcomes (SLOs)

All Carlmont students will

1. Read and communicate proficiently.
 - o Read proficiently to gather, analyze, and evaluate information.
 - o Communicate effectively through written and oral language.
2. Use problem-solving skills.
 - o Use scientific, mathematical, technological, creative thinking, and critical reasoning skills in problem solving.
3. Understand and work collaboratively with diverse groups of people.
 - o Work effectively in groups of individuals with diverse backgrounds, languages, ideas, and learning styles.
4. Demonstrate individual responsibility and respectful behavior.
 - o Act ethically, responsibly, and respectfully, practicing principles of wellness and self-discipline.
5. Explore a variety of courses and enrichment activities.
 - o Enroll in courses that not only meet the graduation requirements, but also explore other opportunities.
 - o Participate in extracurricular activities, such as athletics, clubs, community service, leadership, performing arts, work experience, etc.

Carlmont Instrumental Music Mission Statement

The Carlmont High School Instrumental Music Program is dedicated to providing an environment which promotes 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.

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- Carlmont Instrumental Music Students Will...

1. Obey all school and class rules at all times.
2. Demonstrate Respect, Responsibility, Resourcefulness, and Reliability (the 4 R's) in the classroom, during Distance Learning 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. Classrooms that are 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, 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, making recordings and publicizing 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

1. All instrumental music classes will use the following grading scale:
90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59 or below = F

Grades will be based on the following categories:

- **Participation:** Each class rehearsal is worth 10 points (Adds up to approx. 200 rehearsal points each quarter.) You must be present in class with your instrument and materials to earn your daily points. Daily participation points can be made up by submitting duet recordings through SoundTrap. Points will be deducted for poor behavior, not being prepared for class (not having your music, instrument or pencil), arriving late or non-participation. This applies to Distance Learning, evening rehearsals, and concerts as well (as applicable).
- **Practice Records/Effort** Home practice is essential. Practice demonstrates effort and a commitment to the goals of our ensemble. 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. **A home practice log will be used to ensure adequate practicing.** Points will be earned for home practice. A daily log of all home practice is to be kept by each student. The form for tracking your home practice is available **HERE (coming soon.)** Practice logs are to be turned in weekly on Wednesdays by 2:00 pm (the end of the Distance Learning school-day.) Weekly Practice Records will also serve as attendance check-ins for asynchronous learning (no required Zoom classes) days. On weeks that do not have an asynchronous schedule, two practice records will be turned in the following week. To receive full credit, the practice log must be filled out completely. No credit will be given for practice records turned in after the turn-in period. Practice logs are worth a maximum of 10 points each with a maximum of 100 points per quarter. Practice grades will be calculated 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
- **Performance/Assessment**
 - **Live Performances are worth 100-300 points. Digital performances are worth 50-200 points. Dress rehearsals are worth 100 points.**
 - Regularly scheduled playing tests will be used to assess student progress.

- **All other assignments/Homework:** 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). This is required to earn an A grade in course.
 - SmartMusic assignments, music theory assignments, quizzes, detailed practice journals, listening logs, SoundTrap recordings
 The final day to turn in assignments in any given quarter will be no later than the first day that the final practice record for that quarter is due.
- **Parent Signature Forms:** PDFs that require a parent signature (Internet Release Form, Instrument Rental Form, etc.) will be signed via an online signature platform such as DocHub, DocuSign, etc.

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 two non-playing days per semester without a doctor's note.
2. Distance Learning attendance will be taken based on Senate Bill 98. Students will be in their Zoom classes, showing their faces, and engaging in the classwork.

Distance Learning Class Expectations:

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 with instrument assembled prior to class.
4. Use appropriate language – no teasing, bullying, profanity, put-downs or questionable imagery.
5. Be in an appropriate setting for learning. Virtual backgrounds must be appropriate.
6. Do your best. This experience should be fun and rewarding.
7. Unless requested by the teacher, no cell phone use during class.

According to California Law and CA Ed. Code, it is illegal to record/photograph any person without consent. If any member of the class including the teacher is photographed or recorded without consent, he/she has the right to take legal action.

Consequences for poor behavior choices:

1. Verbal warning
2. Student-teacher conference and loss of points for the day
3. Parent contact
4. Parent contact and referral to Vice Principal
5. Class suspension

Distance Learning Class Procedures:

1. Locate the best place in your home where you can most freely make music.
2. Log in to class with your instrument assembled ready to play.
3. Camera on, mic on, dressed appropriately for school.

4. Come to class prepared each day with your instrument and an attitude that is open to making our class time musical, fun, valuable, social, memorable and unique considering the circumstances.
5. If you want to ask a question (and we encourage you to!) you may raise your hand on screen or in chat.
6. Be actively engaged; do only music work during class time.

Music:

Each student will receive digital copies of music to play during distance learning from either the SmartMusic library or links in Canvas. Students may print their parts at home (encouraged) or read off of their device. There are many apps for organizing and marking up documents (please see the [resources page](#) on the website). These are not required but may help you have a more successful experience.

Instruments/Required Materials:

- Keep your instrument in working order at all times.
- Maintain accessories for your instrument (reeds, oil, grease, mutes, rosin, strings, chin rests, rock stops etc.).
- You will need headphones with a mic; wired headphones will be best.
- We strongly recommend bringing your instrument to the shop annually for maintenance *even if it seems to be playing well*.
- **Your instrument must be cleaned at least every quarter.**
- For local and online music stores, please check the [resources page](#).

California State Content Standards for Music

Grades Nine Through Twelve-Proficient

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.

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