

Julius West Middle School

BAND

ORCHESTRA

2009-2010

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Welcome 01

Welcome to the Instrumental Music Program at Julius West Middle School. I believe that rehearsing and performing as a member of a musical ensemble is one of the most exciting and rewarding experiences that any student can have. Playing music with others gives you the opportunity to acquire skills and disciplines that you are unable to develop when playing alone.

This handbook is provided to let you know what to expect from the music program at Julius West. Please keep it for review throughout the school year.

Feel free to email or call with any questions, comments, or concerns. Your input is always welcome! I look forward to making some great music with you this year.

Comments/Questions/Concerns/Clarification . . . John_S_Cowan@mcpsmd.org
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Vision Statement 02

Performance

I have been told that most people who fail at jobs do so because of their inability to work well with others. The goal of any performing ensemble is to learn to function as a team.

My vision for the Instrumental Music Program at Julius West is that each ensemble develops the ability to rehearse and perform as a team.

Instruction

I believe that a successful and strong Instrumental Music Program consists of three important areas of instruction –

- Individual Skills (note reading, technical proficiency, musicianship)
- Rehearsal Skills (personal responsibility, following direction, listening)
- Performance Skills (utilizing individual and rehearsal skills within the context of a performance)

My vision is that every member of the Band/Orchestra experience continuing growth in each of these three areas. Weakness in any of these areas disturbs a delicate balance that affects the success of the overall group.

Course Offerings 03

Intermediate Band / Intermediate Orchestra (Grades 6 and 7)

Prerequisite: Attainment of outcomes for Beginning String Instruments or Beginning Wind / Percussion Instruments in Grades 4-5

Students refine skills learned in Beginning String Instruments / Beginning Wind/Percussion Instruments and develop more advanced performance techniques. The development of technical skills necessary to perform Grade 1 to Grade 2 Level music is stressed. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional Band or Orchestra ensemble.

Students also learn melodic form and construction as they examine and perform more complex folk melodies and melodies from master composers. Students discuss the social and intellectual influences affecting the creation of the music they are studying. They begin to develop aesthetic criteria for measuring the quality of instrumental performance. Students may be able to attend live performances and perform in public.

Advanced Band / Advanced Orchestra (Grade 8)

Prerequisite: Attainment of outcomes for Beginning String or Beginning Wind / Percussion Instruments or Intermediate Band or Intermediate Orchestra

Advanced Band / Advanced Orchestra students develop and refine their technical skills in order to perform music at the Grade 2 to Grade 3 Level of difficulty. Emphasis is placed on developing formal rehearsal decorum, following a conductor, and developing pitch and rhythmic security in preparation for performing an independent part in the traditional Band or Orchestra ensemble.

Students learn the social, cultural, and intellectual influences reflected in the musical works they are studying and discuss performance styles and musical forms of corresponding historical periods. The study of music theory includes performance and recognition of minor scales, diatonic and chromatic intervals, and simple melodic dictation. The critical listening skills that are developed as a result of preparation for instrumental performance are used to help the student formulate criteria for effectively his/her own performance as well as the performance of others. This Band or Orchestra represents middle-level schools at public performances.

Jazz Band 04

In addition to the ensembles which meet during the school day there is also the Julius West Jazz Band which meets once a week after school.

The JW Jazz Band will begin in October. Membership in the Jazz Band is by audition and is open to ALL students who are enrolled in the Instrumental Music Program.

Rehearsals are held every Wednesday from 2:50 to 4:00 p.m. Activity Buses are available to participating students. Interested students MUST be able to attend ALL REHEARSALS.

The Jazz Band usually performs two or three times per school year.

Instructional Objectives 05

Every lesson, activity, assignment, and assessment in the Instrumental Music Program at Julius West is designed to tie into specific objectives of the National Music Content Standards (www.menc.org), the Maryland State Department of Education Outcomes and Indicators for Music (<http://mfaa.msde.state.md.us>), or the MCPS Guide to the Middle School Program (www.montgomeryschoolsmd.org).

If you are unclear about the purpose behind an activity, assignment, or assessment in Instrumental Music - please ASK or email the teacher (before or after class) and you will be provided with a clear explanation and rationale tied to the course objectives.

Comments/Questions/Concerns/Clarification . . . John_S_Cowan@mcpsmd.org

Grading 06

A major component of each student's growth as a musician is the use of assessment and effective (useful) feedback. During each marking period students will be given formative and summative assessments spread over the three areas of instrumental instruction: Individual Skills, Rehearsal Skills, and Performance Skills.

Assessment tools may include playing tests (individual and small group), seating auditions, written reflections, written tests, folder / music / instrument checks, daily observation, questioning, worksheets, practice logs

➤ INDIVIDUAL SKILLS

- Personal Responsibility (regular practice - instrument care - personal reflection)
- Music Literacy (theory - reading music)
- Technical Proficiency (fingerings - intonation - tone - tuning)
- Musicianship (expressive elements - phrasing - communication - analysis)

➤ REHEARSAL SKILLS

- Personal Responsibility (prepared musically - bring music daily - working instrument - prepared score - team player - class participation - etiquette)
- Music Literacy (theory - reading music - sight-reading - score preparation)
- Technical Proficiency (fingerings - intonation - tone - tuning - blend / balance)
- Musicianship (responsive to conducting - expressiveness - phrasing - communication - evaluation / analysis / critique)

➤ PERFORMANCE SKILLS

- Personal Responsibility (on-time - appearance - prepared musically - necessary materials - team player - etiquette)
- Technical Proficiency (accuracy - fingerings - intonation - tone - tuning)
- Musicianship (responsive to conducting - expressiveness - blend / balance - phrasing - communication - evaluation / analysis / critique)

Comments/Questions/Concerns/Clarification . . . John_S_Cowan@mcpsmd.org

Extra Help 07

A successful musical performance takes the combined effort of ALL students involved. If you are having difficulty preparing the Band/Orchestra music you should seek additional help from the teacher. Frequently five or ten minutes of individual help can go a long way in overcoming musical and technical obstacles.

It may be possible to schedule some time before school, after school, during R+R, during lunch, or during Sectional Rehearsals.

If you fail to seek extra help or maintain sufficient home practice you may be asked to withdraw from the instrumental music program until such time as you are sufficiently caught up to the level or effort of the other members of the ensemble.

Please take advantage of this offer – It is no fun being lost – I want to help you enjoy making music.

Private Lessons 08

Though not required, students are strongly encouraged to take private lessons while in middle school band or orchestra. Nothing can compare with a regular lesson in helping students improve their abilities and enjoy band or orchestra.

It is not possible to adequately address the intricate technical development of each student within the context of a daily middle school Band-Orchestra rehearsal. A list of area teachers is available from the Music Teacher.

Extended and Enriched Learning (EEL) Credit 09

In addition to regular classroom assessments - Each student has the opportunity to receive additional credit by participating in any musical activity which extends or enriches them as musicians. Students may be granted EEL Credit for any of these activities:

- Second instrument lessons
- Participation in a musical ensemble outside of school
- Attending a concert
- Participation in a small group musical ensemble at JW
- Auditioning for any performing group
- Honors Ensemble
- Composing a Song
- All-State ensemble
- Arranging a song for band or orchestra
- Solo festival
- Individual competitions

To receive credit, students must write a paragraph and submit it to the teacher no later than the EEL due date (usually the last week of the marking period). The paragraph must include the following information:

- 1) Name of the activity for EEL credit?
- 2) Date and location of the activity
- 3) Name of teacher, performer, or director?
- 4) How does this activity help you to be a better musician?

Daily Rehearsals 10

The very name Band/Orchestra suggests oneness, teamwork, and cooperation. A very small number of students find that they can't make this kind of sacrifice – these students will not be allowed to affect the quality of learning taking place in class.

Band/Orchestra at JWMS meets each day for 47 minutes. Every effort must be made to make the most effective use of this limited time. Therefore, the following rules apply.

- 1) Within three minutes of the late bell, you are to be seated and warming up properly with slow scales, lip slurs, long tones. Percussionists should warm-up with rudiments on practice pads. Oiling valves, rosinning bows, and preparing reeds should be done BEFORE rehearsal begins
- 2) You must have your music / folder / pencil and highlighter at EVERY rehearsal.
- 3) You must bring your instrument in working condition (reeds, mouthpiece, strings etc.) to every rehearsal. Brass players must have functioning tuning slides. If your instrument is missing more than once per quarter your Rehearsal Skills grade may be lowered.
- 4) When the teacher stops the group it is to provide instruction for all students. When this instruction is directed at a certain section or group the remaining group members should silently practice fingerings of upcoming passages in the music or practice the fingering chart on the final page of the Band-Orchestra method book.
- 5) When the teacher steps on the podium or asks for your attention, all talking should cease.
- 6) The teacher will dismiss you a few minutes early to give you time to put away your instrument before you go to your next class.
- 7) All school books, and equipment not needed for rehearsal should be left in the instrument storage room. Instrument cases may be placed under or beside your chair during rehearsal. Cases should NEVER be placed under your feet. Aisles must remain clear at all times.

Random Room Rules II

- The music room is for music students ONLY. All others need permission to enter.
- No food, gum, candy, or drink in the music room during the school day.
- Percussion equipment and drum-set is never to be played without permission.
- Walk at ALL times.

Seating Rank 12

Students will be seated in an order that reflects musical experience and leadership skills. Since EVERY section and part in the ensemble is equally important - the strongest players will be evenly distributed throughout the group.

There will be two seating assessments during the school year (at the beginning of each semester). Students will be given advanced notice of seating assessments along with specific requirements for the assessments. The instrumental music teacher has the final say on seating assignments.

The Band/Orchestra teacher may move students around based on musical needs. Students may be reseated for disruptive behavior, missing materials, or unexcused tardiness/absences from rehearsals or performances.

Sectional Rehearsals 13

This year I intend to focus some time and energy on after-school sectional rehearsals. Time in sectional rehearsals is spent working on specific technical issues common to individual instruments and players (small group lessons).

Each instrument group will typically have one sectional rehearsal scheduled during each marking period. Student will receive a schedule for sectional rehearsals at least two weeks prior to the scheduled rehearsal. Attendance at sectional rehearsals is of utmost importance.

Sectionals will be scheduled after school on Tuesdays, Wednesdays, and/or Thursdays. It is the student's responsibility to inform the teacher of any schedule conflicts in advance and in writing.

After school sectionals start promptly at 2:50 pm and will be over at 4:00 pm. Make arrangements to be picked up ahead of time. Activity buses are available.

Home Practice 14

Practice is crucial to the success of every instrumental music student. There are no shortcuts to the development of young musicians. A student's success is a direct result of his or her commitment to home practice.

Just as parents and students schedule and balance homework with other parts of life, parents may need to assist with the practicing discipline. A student who spends between 60 and 120 minutes per week practicing their musical instrument will probably be able to meet most of the musical challenges faced in class. It is better to start out with 20 to 40 minutes a week than to do nothing.

Playing for fun can also accomplish many of the developmental objectives for instrumental music practice. Buy a book and learn some cool tunes. (Personal Note: I spend between 30 to 90 minutes per day playing violin, banjo, guitar, bouzouki, mandolin, or piano for fun – I love to sit in the back yard on my porch swing and play music)

Practice Hints 15

- 1) The quality of practice is important - it is essential to practice correctly
- 2) Select a time of day that will be free of interruptions and try to practice at the same time each day. Find a quiet place where you will be comfortable and relaxed.
- 3) Set a goal for each practice session.
- 4) Slow, steady practice will pay off much more quickly than trying to play things as fast as possible.
- 5) Make sure that each note has a clear and good sound.
- 6) Make sure that each rhythm is counted correctly.
- 7) Try using a metronome to maintain a steady beat.
- 8) Make sure you play with correct articulation (accents, staccato, legato, slurs, etc.)
- 9) Make sure you follow the expressive and dynamic marks (crescendos, diminuendos, etc.)
- 10) Highlight difficult areas with a color that will catch your attention as you play
- 11) If you become frustrated, take a short break and then come back.
- 12) Complete your practice record after each session.
- 13) Spend some time playing for fun!

Graded Practice Logs 16

Practice cards are a communication tool between student, parent, and director. They serve the purpose of monitoring the level of commitment that each student has to his or her own personal musical growth and the growth of the instrumental ensemble.

Practice cards are graded as formative assessments. Information supplied by practice cards will be used to help diagnose technical problems and individualize musical support where needed.

Signed Practice Cards are required to be turned in to the teacher near the end of each Marking Period. (see calendar for due dates). Practice records must include the signature of a parent or guardian.

Music Folders 17

Music is provided for rehearsal and for personal practice. Students are encouraged to take their music home for practice but must be responsible for returning it for each rehearsal.

Students will be asked to make musical markings in pencil in their parts. Whenever music is handed out each Band/Orchestra member will receive a copy. Put your name on it in pencil.

Music folders are available to put your music in. Everybody must have a folder (provided) with their name on it (both inside and out). When you take the music home to practice, take the whole folder, so that nothing is lost.

If any music is lost, it is your responsibility to borrow a friend's music and make a copy for yourself OR pay a replacement fee of twenty-five cents per song. All students are responsible for all music in their folders.

Instrument Policy 18

All students need to have an instrument to play in Band/Orchestra class. Students are expected to provide their own instrument in good working condition for use in rehearsals. This instrument must be brought to school each day and stored in the Music Room. All cases must be clearly labeled with the student's name on the outside.

At the end of the school day, every instrument must be taken home. There is NEVER an excuse for touching an instrument that does not belong to you (without permission).

Lockers 19

There are 108 storage lockers in the Band/Orchestra room (with 230 students enrolled in the instrumental music program as we begin the school year). Lockers will be assigned during the first two weeks of school. The music teacher will make every effort to insure that all instruments are secured each day.

Students may put their instruments into the instrument storage room (in an assigned space) before school begins each day. Instruments should be taken home each day and may be picked-up in the Music Room after school.

For additional security students are encouraged to purchase a combination lock. Students and parents should be aware that Julius West Middle School, the teacher, and Montgomery County Public Schools are NOT responsible for instruments lost, stolen, or damaged in the storage room.

Any student found touching, moving, damaging, or mishandling an instrument of any sort will receive a phone call home. This is a serious matter with a zero tolerance policy.

Forgetting Your Instrument 20

Occasionally a student may forget to bring his instrument to school. This may occur for a variety of understandable reasons and will carry no penalty if it happens no more than once or twice per marking period.

Students who fail to bring an instrument to class more frequently will be asked to take notes on all instructional activities (for later home practice), have the notes signed by the teacher, taken home and signed by a parent, and returned to the teacher the following day. Failure to return the rehearsal notes with an adult signature will result in a follow-up phone call home.

Broken Instruments 21

If an instrument is unavailable for a rehearsal due to a repair being performed upon it, your Rehearsal Skills grade will NOT be affected providing you have a note signed by an adult to that effect. This does not cover having no functioning reeds or broken instruments that are not currently in the repair process. You may contact the rental company that you received your instrument from for repairs.

Comments/Questions/Concerns/Clarification . . . John_S_Cowan@mcpsmd.org

Borrowed Instruments 22

Julius West Middle School has a VERY LIMITED number of small instruments (flute, clarinet, trumpet, violin, alto sax) to loan to students. Some instruments will be supplied to students to give the Band/Orchestra a well-balanced instrumentation (french horn, tenor sax, baritone horn, tuba, viola, cello).

Students who borrow a school instrument are responsible to provide all necessary supplies (reeds, valve oil, cleaning cloth, rock stops, bows). Students are responsible for the care and maintenance of school-owned instruments that they are using. An instrument use agreement form must be completed and kept on file in the Band-Orchestra office to protect the rights of the student and the JWMS Band-Orchestra program.

Once the instrument is checked out to a student, the instrument becomes their responsibility. This also includes theft and destruction of the instrument. If the instrument is damaged while in the possession of the student, the student is responsible for the cost of repairs to put the instrument back into its original condition. Damaged school-owned instruments need to be brought to the immediate attention of the teacher.

Students may forfeit their use of a school-owned instrument for the following reasons

- Negligent treatment of the instrument by the student
- A nine-week Band-Orchestra grade of C or lower

Shared Instruments 23

Some students might be sharing a school instrument (tuba, baritone, string bass, french horn . . .). Every effort will be made to allow students who are sharing instruments to 'check them out' during weekends and school vacations.

Students who use a school instrument are responsible to provide all necessary supplies (reeds, valve oil, cleaning cloth, rock stops, bows). Students are responsible for the care and maintenance of school-owned instruments that they are using. An instrument use agreement form must be completed and kept on file in the Band-Orchestra office to protect the rights of the student and the JWMS Band-Orchestra program.

Students may forfeit their use of a school-owned instrument for the following reasons:

- Negligent treatment of the instrument by the student
- A nine-week Band-Orchestra grade of C or lower

Instrument Insurance 24

You are strongly urged to insure your personal instrument or school-owned instrument. You might check with your insurance representative about whether your home owner's policy covers personal or school instruments.

Always make sure that you have a written record at home of the make, model and serial number of your instrument (whether personally owned or school-owned). This information will be required if something should happen to the instrument. The value that you should insure the instrument should be the replacement cost (check with the teacher for the value of a school-owned instrument).

Concert Attendance 25

Instrumental Music is a performing art. Performances are an extension of the classroom. We don't study about playing music. We do it. Therefore, each student must participate in all performances to benefit fully from the instrumental music program.

Since an absence from any performance not only affects your child, but the entire ensemble, a written explanation of an unavoidable absence is requested prior to the scheduled event. If an absence from a performance is due to an unplanned situation (death in the family, illness), please send an explanatory note to the teacher as soon as possible. Such absences can be excused, and your student will be able to complete a make-up project to receive comparable credit. This is in alignment with MCPS policy.

Please take a moment to mark the Performance Dates on your family calendars. EVERY student is important for EVERY performance.

Concert Attire 26

The impression a formal concert uniform can leave on an audience or judge is always beneficial to the performing ensemble. The first impression is often a lasting one. Our tradition here at Julius West Middle School is to dress just like the professional musicians do - in black and white.

- Ladies: Black Skirt or Pants / White Blouse or Shirt / Black Shoes
- Gentlemen: Black Pants (no jeans) / White (Button-Up) Dress Shirt / Black Dress Shoes / Black Socks

Performer Etiquette 27

- Remain seated during the performance of each selection. If one must leave during a concert, they should quietly exit between musical selections.
- There should be no talking during another groups' performance. Every effort must be made to avoid distractions. Negative comments are never acceptable.
- At the end of each selection, the audience should applaud politely. Shouting or whistling is not acceptable.
- Should there be a problem with any student during a concert, that person may be asked to leave and may not be allowed to perform on the next concert.
- Remember that you represent the ensemble.

Audience Etiquette 28

The responsibility of the audience at formal concerts is to honor the efforts of the performers by providing a listening atmosphere in which all can enjoy the performance. To that end, we ask you to keep the following items in mind:

- Please remain seated and quiet while the performance is in progress. If it becomes necessary to leave the auditorium, please leave and re-enter between musical selections.
- If very young children become restless and disrupt others' ability to listen, please take them from the auditorium until they are quiet.
- Show your appreciation for the performance by clapping after each selection.
- Please feel free to acknowledge each soloist in the Jazz Band as he/she completes his/her solo!
- Please do not bring any food or drink into the auditorium.
- Out of respect for the performers and other audience members, cellular telephones, pagers, watches, and other electronic devices should be turned off during the concert. If it becomes necessary to take a phone call, please do so outside the auditorium.

Each concert performance is the culmination of many hours of intense preparation by the musicians on stage. Great care has been taken in order to bring the music to life, to capture all the fine details which make this musical literature truly great and worthy of performing.

Thank you for your attention and we hope you enjoy each performance!

Method Books 29

A portion of every class period will be spent working through a group method book. Students in band and orchestra are required to bring their method book to every rehearsal.

After consulting with a variety of instrumental music teachers I have decided to use the Essential Elements 2000 Series published by Hal Leonard. Books may be purchased at local music stores or online (about \$8).

- Sixth Grade Band..... Essential Elements 2000 Comprehensive Band Method Book 1
- Sixth Grade OrchestraEssential Elements 2000 for Strings Volume 1
- Seventh/Eighth Grade Band Essential Elements 2000 Comprehensive Band Method Book 2
- Seventh /Eighth Grade Orchestra..... Essential Elements 2000 for Strings Volume 2

Instrument Supplies 30

Having the right equipment can make a big difference in the success or failure of a music student! Without good reeds, oil, or sticks a student cannot play up to their potential. In some cases, having the necessary supplies (lubricants, cleaning supplies) can affect the life or death of a musical instrument!

Below you will find a list of supplies which JWMS Band-Orchestra students will need throughout the year. These supplies can be purchased through a local music store or online (see a list of possible vendors). Please be sure to purchase exactly the brands and specifications listed below! Don't let a salesperson talk you into a different brand or strength!

Please ask the teacher if you have questions about what supplies to purchase.

RECOMMENDED SUPPLIES

Every Student

- 1) Music stand for home practice
- 2) Tuner (Korg CA30 or similar)

Violin and Viola

- 1) Rosin for the bow
- 2) Soft cotton cloth to clean instrument
- 3) Shoulder Rest

Cello and Bass

- 1) Rock Stop
- 2) Soft cloth to clean instrument (cotton)

Flute

- 1) Cleaning Cloth for swabbing
- 2) Tuning Rod (wooden one recommended)

Oboe

- 1) 3 Medium Jones Reeds
- 2) Silk Oboe Swab

Bassoon

- 1) 3 Medium Strength Reeds
- 2) Fox Bassoon Swab
- 3) Bassoon Drop Swab

Clarinet

- 1) Reeds (Vandoren V12 or 2-1/2)
- 2) Cork Grease
- 3) Cleaning Cloth

Alto Sax

- 1) Reeds (Vandoren 2-1/2)
- 2) Cleaning Cloth

Trumpet

- 1) Valve Oil and Slide Grease
- 2) Spit Cloth and Cleaning Cloth

French Horn

- 1) Spit Cloth and Cleaning Cloth

Trombone

- 1) Slide Oil or Cream
- 2) Mouthpiece Brush and Cleaning Snake
- 3) Spit Cloth and Cleaning Cloth

Baritone and Tuba

- 1) Spit Cloth and Cleaning Cloth

Percussion

- 1) Sticks (Vic Firth SD1)
- 2) Tympani Mallets (general)
- 3) Hard plastic mallets

Music Dealers 31

LOCAL

- L&L Music-Wind Shop (www.lmusicshop.com)
 - 8940 N Westland Ave – Gaithersburg MD 20877 301-948-7273
- Music and Arts
 - Rockville Pike – Federal Plaza (301) 881-6440
- Potters Violins (www.pottersviolins.com)
 - 4706 Highland Ave. - Bethesda, MD 20814 - 1-800-317-9452
- Lashof Violins (www.lashofviolins.com)
 - 1-F East Diamond Ave. - Gaithersburg MD 20877 - 301-330-260
- Washington Music Center (www.wmcworld.com)
 - 11151 Veirs Mill Road, Wheaton / 301-946-8808
- Guitar Center (gc.guitarcenter.com)
 - 12401 Twinbrook Parkway – Rockville 301-231-6100
- Victor Litz (www.victorlitz.com)
 - 306 East Diamond Avenue – Gaithersburg / 301-948-7478

ONLINE

- Woodwind and Brasswind (www.wwbw.com)
- Musicians Friend (www.musiciansfriend.com)
- Johnson Strings (johnsonstring.com)
- Southwest Strings (swstrings.com)
- Gliga Violins (www.violinslover.com)

Expenses 32

The Bottom Line

There are many expenses that go along with being an instrumental musician and member of a performing ensemble. You have my word that I will do everything in my power to keep the costs to your family as low as possible. Please – please – please email or send me a confidential note if you are in need of financial assistance with any costs associated with the Instrumental Music Program at Julius West.

I will always try to provide as much lead time as possible to give you an opportunity to budget for upcoming expenses. Below are a few costs that may apply to your student.

MCPS District II Festival \$15 (Participation Optional)

Maryland State Festival \$15-\$40 (Participation Optional)

Amusement Park Festival \$100 (Participation Optional)

Parent Volunteers 33

Band/Orchestra at JW is an exciting experience for parents as well as students. With over 225 students involved in the program your involvement is essential and welcome! There are many times during the year when the instrumental music program will need the support and help of parent volunteers. Please consider being a parent volunteer.

- Field Trip Chaperones (6-12 needed)
- Concert Chaperones (12-16 needed)
- Distributing Concert Programs (4 needed)
- Fund Raising Help (220 needed)
- Music in the Parks Festival (10 needed)

To be added to the volunteer list, please complete and return the bottom portion of the Handbook Form. You WILL BE contacted as needed.

My desire is to include parents as much as possible in the instrumental music program at Julius West. I literally can't do it without your help. Please feel free to contact me with any ideas of how to utilize your support.

Yearly Calendar 34

During the first few days of school I will distribute to EVERY student an Instrumental Music Calendar containing the dates and times for concerts, field trips, festivals, assemblies, honors auditions, and solo auditions. The calendar will also contain due dates for the EEL Paragraphs and the Practice Sheets.

I work very hard to select these dates as early as possible AND to try and avoid schedule conflicts with the other schools in the RM Cluster. This is not always possible (my apologies in advance).

I usually update the calendar at the beginning of each marking period and distribute it to EVERY student. In case the calendar doesn't make it home . . . I also post it on Edline.

Please contact me with any and all questions regarding calendar events.

Final Word 35

There will undoubtedly be occasions during the school year when issues will come up. It is important to me that we work to maintain a clear line of communication between school and home.

Please feel free to contact me anytime with questions, comments, or concerns that arise. I will make every effort to get back to you as soon as possible.

After reading this handbook, please sign the Handbook Form and return it to the Instrumental Music Teacher.

Comments/Questions/Concerns/Clarification . . . John_S_Cowan@mcpsmd.org

HANDBOOK FORM 36

Please refer to this handbook throughout the year. We can often resolve problems very quickly by referring to this handbook. Effective communication and clear expectations will allow all of us (teacher, parent and student) to work together for the greatest benefit of the student. This is going to be a great year!

PLEASE SIGN AND RETURN THIS FORM

- We have received and read the Julius West Middle School Band-Orchestra Handbook.
- We understand that these are the expectations of all students who wish to participate in the Julius West Middle School Instrumental Music Program.

STUDENT'S NAME (print) _____

STUDENT'S SIGNATURE _____

PARENT/GUARDIAN SIGNATURE _____

PARENT VOLUNTEER

Thank you for considering – Steve Cowan

- | | | |
|---|--|--|
| <input type="checkbox"/> Chaperone (Field Trip) | <input type="checkbox"/> Programs (Distributing) | <input type="checkbox"/> Photograph Concerts |
| <input type="checkbox"/> Chaperone (Concert) | <input type="checkbox"/> Fund Raising Help | <input type="checkbox"/> Other |

- Awesome, I'd love to help
- I might be able to help if you really need me.
- I probably won't be available at this time (no worries ☺)

PLEASE add your email address if you are interested in being a volunteer. I will contact you when needs arise. THANK YOU

(Please Print) _____

