

2024-2025

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.

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 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...
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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 5 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. Students who miss class for any reason, *regardless of whether or not the absence is excused*, will not earn daily points during the absence. Daily participation points can be made up by practicing for 20 minutes in the music room/practice rooms, attending a 7th period band rehearsal, or equivalent SmartMusic assignment when applicable. Be sure to sign in and sign out to receive credit. Points will be deducted for poor behavior, not being prepared for class (not having your music, instrument or pencil), cell phone usage, or non-participation. This applies to 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 will be distributed via Canvas. Practice records will be due on the last week of each quarter for the following credit: Monday: 100%, Tuesday 75%, Wednesday 50%, Thursday and beyond, no credit.
 - 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. Dress rehearsals are worth 100 points.**
 - Regularly scheduled playing tests may 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 the course.** As this is a semester-long assignment, no late performance reviews will be accepted.
- Music theory assignments, quizzes, detailed practice journals, listening logs, SmartMusic 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:** This includes permission slips, medical releases, and other communications home.

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 three non-playing days per semester without a doctor's note.
2. School policy states that parents must be notified of tardies. After three tardies, students may be required to serve detention.
3. Due to the large amount of points that are earned by participating in concerts, missing a performance without teacher approval (any concert, festival or field trip) could drop your grade by two full letter grades, for example: an A drops to a C, a B drops to a D.
4. Student attendance at after school/weekend rehearsals and performances is required.
5. Showing up late to a performance, or not coming dressed in your full performance attire as required will result in a loss of points. The amount of points lost will be at the discretion of the teacher.
6. Please look over the 2024-2025 calendar carefully. **Any conflicts must be submitted in writing via email at least 30 days prior to the event and must be approved by your director. If the conflict is approved you will be given the opportunity to make up the points.**
7. Excused absences from school due to illness are considered an approved conflict.
8. Participation and enrollment in advanced ensembles (Symphony Orchestra, Symphonic Band, Jazz Ensemble) teacher approval. Students who sabotage their opportunity to participate may be removed from the class and have their schedule changed mid-semester at the discretion of the music directors.

2023-2024 Performance Calendar

Class Expectations:

1. Follow instructions and all school policies.
2. Come to class prepared to learn and with all necessary materials including sheet music.
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. Unless requested by the teacher, no cell phone use during class.
6. Do your own work. Take advantage of the rich educational opportunity being afforded you in the Instrumental Music Program at Carlmont. ([District Academic Integrity Policy](#))
7. Do your best. This experience should be fun and rewarding.

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

Music:

Each student will be given a music folder and sheet music. Your name, part and performing group are to be written clearly on the folder. Students are responsible for their music and folders. Music must always be put away at the end of class. Students are expected to take their music home and practice. Because some music is on loan, parts should be marked with a pencil only; no pens are to be used to mark music. If you lose your sheet music, you will be responsible for replacing it or copying it on your own time (lunch, Flex, etc). You must have your own music prepared for the start of every rehearsal.

Lockers:

All students needing a musical instrument locker will be assigned one. **Combination locks are to be purchased from the music program for \$5. The only locks that may be used on the music lockers will be those sold by the music department.** Non-music department locks will be removed. 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.

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. Please refer to the [Carlmont Music website](#) to review the up-to-date Concert Attire Policy.

Practice Room Use Policy

1. Only music students (band/choir/orchestra/jazz) are permitted in the practice rooms.
2. Practice rooms are for practicing or composing music.
3. Keep practice rooms neat and clean.
4. If you move something to/from a practice room, move it back.
5. Be kind and courteous.

Carlmont Cell Phone Use Policy

In order to help students stay focused during the class period and reduce any possible friction between the student and the teacher:

- Upon entering the classroom, students will put phones in their assigned phone pocket.
- No headphones/earbuds will be used with your phone or the computer unless it is necessary for the course and the teacher gives permission to use them.
- Refusal to put away your phone or earbuds, when requested to do so by the teacher, may result in disciplinary action.

Instruments/Required Materials:

- Keep your instrument in working order at all times.
- Maintain accessories for your instrument (reeds, oil, grease, mutes, rosin, extra strings, chin rests, rock stops etc.).
- 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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