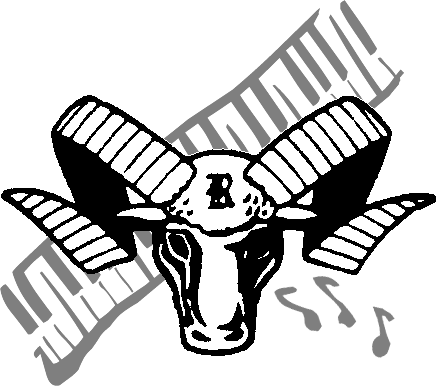
**ROCKVILLE HIGH SCHOOL INSTRUMENTAL MUSIC DEPARTMENT**



**2019-2020 HANDBOOK**

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# SECTION I: INTRODUCTORY INFORMATION

## Introduction

The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline.

Welcome to the Rockville High School music program! This handbook will familiarize you with the many aspects of the program and ensure an enjoyable and educational musical experience.

The performing arts are an integral part of education. Research shows that music is a vital part of the physical and mental development of young people. It is the objective of the instrumental music department to offer every student the opportunity to discover his or her talent in music, and through performance, develop that talent to whatever level of achievement he or she desires.

GOALS AND OBJECTIVES

Instrumental music classes are elective and selective courses. Instrumental music is a special kind of music class in that we seek to develop and put to use a skill. It involves learning math concepts (rhythm) and a system of notation; developing fine motor skills and the ability to really hear; and becoming sensitive to the sounds we make (both as a group and as an individual), and the musical demands of the piece. It requires cooperation among our whole “team” of musicians as we work together seeking a common goal. Instrumental music also requires practice at home, after school rehearsals, performances, and investment in an instrument.

Instrumental music involves responsibility to the group. The sound each student makes affects the sound of the entire group. Success is assured if the student desires to learn, the parents and the student understand what is required for success and the parents share responsibility for the music education of their child. The learning experiences and skills the students develop from studying instrumental music are so very useful in all aspects of life. And perhaps the most important, they experience the joy of accomplishment.

## Website

The Rockville High School Music Department website is located at: [http://www.rockvillemusic.org.](http://www.rockvillemusic.org/) This website will be utilized to distribute pertinent information and announcements to all students and parents. Many important resources are found of the website, including a comprehensive full calendar and all forms for your use. It is the responsibility of everyone involved in the program to frequently check the website.

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## Course Offerings

All Instrumental Music classes at Rockville High School are open by audition only. Once accepted into an ensemble, students are expected to enroll for the entire year. Any exceptions must be approved in advance by the Director.

**Participation in these classes does involve required rehearsals and performances outside the normal school day.** The following Instrumental Music classes are currently offered at Rockville High School.

* Symphonic Band – The Symphonic Band is composed of wind and percussion players at varying levels of musical growth. The Symphonic Band will play the most demanding band literature and will perform at as many festivals and concerts as possible.
* Jazz Ensemble – The Jazz Ensemble is comprised of those musicians interested in learning about “America’s music,” and generally includes the school’s best musicians. All members of the Jazz Ensemble will be expected to demonstrate mastery of jazz styles, jazz literature, and improvisation. The Jazz Ensemble will perform in as many festivals, concerts, and other public engagements as possible, in both big band and combo settings.
* Symphonic Orchestra – – The Symphonic Orchestra is the premier concert ensemble at Rockville High School, and is made up of its finest wind, percussion and string players. The Symphonic Orchestra will play the most demanding orchestral literature and will perform at as many festivals and concerts as possible.
* Concert Orchestra – The Concert Orchestra is comprised of string players whose musical skills are in need of further development. The Concert Orchestra will strive to perfect musical fundamentals while playing literature that is deemed appropriately challenging. The Concert Orchestra will perform at least twice per year.
* Percussion Ensemble/Class-The percussion class is comprised of percussionists with all levels of ability. Students will work to improve both their individual and ensemble skills on ALL percussion instruments. Students will perform as the percussion section with the concert band and symphonic band and will also perform separately as a percussion ensemble.

## Honors Credit

MCPS and Rockville High School offer the option for students to earn honors credit for Symphonic Band, Jazz Ensemble, and Symphonic Orchestra. After one year’s experience in one of these ensembles, students may enroll for honors credit only by permission of the Director. Enrollment occurs during the winter/spring registration process. The requirements for receiving honors credit are synonymous with a college-level music curriculum. Please see the Director for more information and permission to enroll. This option is not necessarily available every year.

## Non-Credit & Independent Study Situations

There are many programs at Rockville High School that demand the time and energy of students. Due to these other obligations it may not always be possible to enroll in an Instrumental Music class for the full year.

**Once all other avenues have been exhausted**, and a student still wishes to participate in the Instrumental Music program, he/she may enter into an agreement with the Director in which expectations for student attendance at rehearsals and performances are clearly outlined. A student who enters into this contract will also agree to follow all procedures as outlined in this handbook. This contract will be signed by the Director, the student, the student’s parents/guardians and any teachers affected by this agreement. When possible, students will be placed in the appropriate music class during an open period in their schedule, and will earn a grade through independent study activities.

As a token of appreciation for committing to such an endeavor, any student who participates in this manner will be considered an enrolled member of the Instrumental Music program, and will be entitled to all privileges therein (i.e. Honors Band/Orchestra eligibility, Spring Trip eligibility, end-of-year awards, etc…).

Again, it is important to remember that this situation is a **last resort** for those students unable to fit an Instrumental Music class into their schedule due to a **required academic conflict**.

## Extracurricular Activities

There are several opportunities for students to participate in Instrumental Music both at and outside of Rockville High School beyond the regular school day, including:

* Marching Band/Color Guard – The Marching Band (including the Color Guard) is comprised of those who wish to participate, and rehearses on selected weeknights from August to November. Any student at Rockville High School and any eighth grade student who will be coming to Rockville High School is welcome to participate in the Marching Band. The Marching Band performs at all home football games and at other functions as determined by the Director.
* Pit Orchestra – The Pit Orchestra is comprised of those musicians who wish to participate, and rehearses several times per month from January to April. Any student at Rockville High School with previous musical experience is welcome to participate in the Pit Orchestra. Instrumentation for the Pit Orchestra varies from year to year, depending on the needs of the particular musical being produced. The Pit Orchestra works with the Drama Department to provide musical accompaniment for the school musical each spring.
* County and State Honors Groups – Several opportunities exist for students to audition for various honors groups. Students who wish to audition for these ensembles must be **enrolled in an ensemble for the entire year**, get permission from the Director, and prepare an audition piece as determined by the organization hosting the group.
* Chamber Groups/Solo & Ensemble Festival – Students are encouraged to form chamber groups with their peers. These groups can be showcased at our annual concerts, or at the District Solo & Ensemble Festival. Soloists and ensembles who receive a rating of “Superior” at the District festival qualify to participate in the State festival.
* Other Community Groups – Information is available on a number of community groups, including local youth orchestras (MCYO, PVYO, RRYO, etc…) and bands (Rockville Brass Band, Baltimore’s Marching Ravens, etc…).

# SECTION II: ACADEMIC REQUIREMENTS

## Class Objectives

The long-term objectives for every Instrumental Music class will be tied to the repertoire at that given time, and will be based around the National Core Arts Standards. Briefly, they are:

1. Creating: Conceiving and developing new artistic ideas and work.
2. Performing: Realizing artistic ideas and work through interpretation and presentation.
3. Responding: Understanding and evaluating how the arts convey meaning.
4. Connecting: Relating artistic ideas and work with personal meaning and external context.

The daily goals for each class will be posted each day. Typically, short-term goals will be to master the fundamentals necessary to perform the music that is listed in the daily goals.

## Attendance Policy

It is important that every student show a certain level of commitment to the Instrumental Music program by being present and on-time at every rehearsal and performance. However, it is understood that circumstances arise that are beyond anyone’s control.

Absences and tardiness will be dealt with according to the Rockville High School Attendance Policy. **Students will receive a zero for any missed rehearsals or performances, and will not be able to make up any missed work due to an unexcused/unlawful absence from school!**

Attendance and punctuality are essential for all performances. As such, a grade will be associated with each performance, and will be factored into the quarterly grades. In order to have an absence or tardy from a performance excused, a signed letter, or an email from the parent/guardian’s email account must be presented by the student’s parent/guardian before the absence or tardy is to occur. The letter must state the affected dates and the reason for absence or tardy.

Once the letter is submitted the Director will review it and decide whether the absence or tardy is excused or unexcused. (The Director’s guidelines will generally follow the RHS Attendance Policy.) The Director will notify the student of his decision. **If circumstances prevent a letter being sent before the absence or tardy is to occur, then the Director must be contacted by phone or email as soon as possible**, and a signed letter or email must be presented before the next rehearsal or performance that the student attends.

## Academic Integrity

There will be assignments in this class where you have the liberty to solicit feedback from your peers. However, there will also be assignments that will be completed without any aid from your peers and/or the Director. Additionally, discussing assignment materials with those who have not completed the assignment is strictly forbidden. Please refer to the MCPS Code of Conduct for disciplinary responses related to academic dishonesty.

## Grading Policy

Starting with the 2019-202 school year, the grading policy will be as follows:

60% Performances (summative assessments)

30% Formative assessments (daily rehearsal and skills assessments, quizzes, tests, projects, practice cards, etc)

10% Homework (written and playing)

* **Daily Skills Assessment**: 5 points per day using the following scale:
  + 5 points Student is completely prepared for class and demonstrates mastery of all skills necessary to produce a quality ensemble.
  + 4 points Student is not completely prepared for class, or does not demonstrate mastery of all skills necessary to produce a quality ensemble.
  + 3 points Student is completely unprepared for class, or does not demonstrate mastery of skills necessary to produce a quality ensemble.
  + 0 points Students is completely unprepared for class, and does not demonstrate mastery of any skills necessary to produce a quality ensemble. (Note: 0 points are automatically assigned for daily proficiency when an absence is unexcused.)
* **Warm-ups**: 5-10 points each. Students may complete small written assignments to strengthen music theory and reading skills. Some warm-ups will be graded for completion only, while others will be graded for accuracy.
* **Sectionals/Rehearsals**: up to 50 points each. Lunchtime or after school sectionals may be held throughout the year. Attendance at sectionals is mandatory, and students will be graded on their ability to perform the current repertoire. Students will be given at least 24 hours notice when a sectional is assigned. ***It is the responsibility of the student to avoid scheduling other activities during lunch that conflict with sectionals!*** Missed sectionals can be made up (minus a 10%reduction in the grade) by attending an after school sectional as assigned by the director.
* **Scale Quizzes**: up to 25 points each. Students will learn several scales through the course of the year, and will be assessed on each scale that is taught after ample time has been given to practice.
* **Spot Checks**: up to 25 points each. Student may be spot checked at various times throughout the year. Spot checks will determine the student’s ability to perform excerpts from the current repertoire. Spot checks may occur as soon as one week after the student has received his/her music, and may not always be announced in advance. Spot checks may occur during class, during lunch or after school.
* **Playing Tests**: up to 50 points per test. Playing tests will generally occur once per semester. A rubric outlining the grading system will be distributed before each playing test, and students will be given ample notice to prepare for a playing test.
* **Performances**: 100 points per performance. Rubrics outlining the grading system will be distributed before each performance. ***PERFORMANCES MAY NOT BE REASSESSED!***
* **Writing Assignments**: Small writing assignments may be assigned about once per marking period. A rubric outlining the grading system will be distributed with each assignment.

Any assignment which demonstrates minimal effort will not receive a grade lower than 50%. The decision as to whether an assignment demonstrates minimal effort will be the Director’s. Any assignment that demonstrates less than minimal effort will receive a grade of zero.

Any assignments that include a reassessment opportunity will be announced as such when the assignment is given. Please note the following about reassessments:

* When a student takes advantage of a reassessment, the reassessment grade will always be used, even if it is lower than the original grade. (This is consistent with the MCPS grading policy.)
* Do not assume that every assignment will have a reassessment opportunity.
* Students will generally be required to meet with the Director at least three days before a reassessment to determine a plan of action in preparing for the reassessment.
* Performances may **not** be reassessed.

## Homework/Practice Card Policy

It should be assumed that daily homework in ensemble classes is to practice. At the high school level, the assumption is that students will be responsible for practicing enough in order to be successful in the ensemble class. Students who fail to demonstrate effective home practice habits (as determined by their performance in class) may be assigned academic detention (practice) at lunch or after school by the Director.

On occasion written homework assignments may be given in ensemble classes, in which case it must be completed and turned in immediately upon arriving to class on the announced due date. Students who do not turn in homework by the due date will receive a grade deduction.

The deadline for late homework, unless otherwise notified, is one school day following the due date. Homework received after the due date but before the deadline will automatically have the grade reduced by ten percent. Homework received after the deadline will be checked for accuracy, but will receive a grade of zero. If you have an excused lateness to class, or an excused absence from class, you must turn in your homework immediately upon arriving to class. Late homework will be graded at the convenience of the Director.

## Practice Cards:

It is unrealistic to expect a grade of an A without the appropriate amount of at-home practice. At home practice will obviously affect every aspect of the student's performance. Practice cards are meant to be helpful and are "goal-based" in order to help facilitate practice at home. A practice card will be assigned most weeks and will be uploaded into Google classroom by Monday evening of each week. Practice cards are due every Monday during class as well. The grading guidelines for practice cards are as follows:

* Two hours or more per week earns a grade of 100 points.
* One and one-half hours earns a grade of a 85 points.
* One hour earns a grade of a 75 points.
* Half an hour earns a grade of a 65 points.
* Anything less than half an hour earns a grade of ZERO.
* Fifteen points of Extra Credit is awarded for every half an hour of practice over two hours.

# SECTION III: NON-ACADEMIC REQUIREMENTS

## Financial Obligations

The yearly operating expenses associated with a high school music program are more than what most people expect. While RHS and MCPS do provide financial support for the program, it is not nearly enough to cover our expenses:

Expenses in a typical year for curricular (not extracurricular) programs:

|  |  |
| --- | --- |
| Instrument Replacement: | $3000 |
| Instrument Repair: | $3000 |
| Sheet Music: | $4000 |
| Supplies: | $1500 |
| Uniform Maintenance: | $500 |
| Uniform Replacement: | $500 |
| Miscellaneous: | $500 |
| Transportation: | $1500 |
| Total: | $14,500 |

Average amount allocated by MCPS and RHS: approximately $7000 per year

Throughout the year we will pursue various avenues of funding the program. In accordance with MCPS policy, a class fee will not be charged. However, keeping in mind how much it costs to run a program of this stature, families are encouraged to donate to either directly to the music department or to Friends of Rockville Music (FORM), our music booster organization. Donations can be made in person, or online via Paypal through the Music Department website (www.rockvillemusic.org). **Student grades will in no way be affected by their ability to donate money.**

In addition to fundraising, members of FORM also coordinate parental support for the various activities of the Music Department. Parents and students alike are encouraged to be active participants in FORM. Additionally, students will be asked to participate in a variety of fundraisers. Money raised by students will go toward the music department’s general fund, and towards defraying the student’s cost of the Spring Trip.

***When any money (cash, check, or money order) is submitted to the Music Department it must be in an***

***envelope with the student’s name and the purpose of the money (i.e. “trip fee”, “fundraiser money”, etc…). Otherwise it will NOT be accepted!***

## Equipment Obligations

In order to sound our best, every student in a RHS Instrumental Music ensemble must come to every rehearsal and performance outfitted with the proper equipment.

Rockville High School does have a limited number of instruments available to loan out to students. However, each student is highly encouraged to own his or her own instrument. During the first week of school, students who need school instruments will be given the appropriate paperwork to complete. No instrument will be issued until the paperwork is completed and returned. While there is no rental fee charged for school instruments, the student will be responsible for any repair costs due to negligence or misuse.

Every student is encouraged to purchase a music stand for home practice, a metronome and a tuner (the Korg TM40 tuner/metronome is recommended). There are many free metronome and tuner apps available for smart phones.

Additionally each student is expected to own certain equipment according to his/her instrument. Please consult the following chart for the equipment that will be needed. For questions about specific brands/ sizes/ etc…, please ask your Section Leader, or the Director. **All students are expected to have the appropriate equipment by the equipment check deadlines for each semester (generally 1 to 2 weeks into each semester). Please check your Google Classroom for the current equipment check deadlines.**

## Equipment Required for Instrumental Music at Rockville High School

Equipment may be purchased at most local music stores, as well as several online stores. See list of stores below, both local and online.

|  |  |
| --- | --- |
| Instrument | Equipment Needed |
| Flutes | * Soft cleaning cloth (silk recommended) * Cleaning rod |
| Oboes & Bassoons | * At least 5 reeds in playable condition * Reed case * Small container for keeping reeds moist (i.e. an old pill bottle) * Cleaning swab (silk recommended) |
| All Clarinets & Saxophones | * At least 5 regular reeds (Vandoren or similiar brand) * Cleaning swab (except bari saxes and low clarinets…silk recommended) * Cork grease * Mouthpiece with ligature and cap * Neck strap or harness (saxophones only) * Reed case (optional but highly recommended) |
| Trumpets | * Valve oil & Slide grease * Mouthpiece w/ brush * Cleaning snake * Straight mute & Cup mute (optional but highly recommended) |
| Horns | * Rotary valve oil & Slide grease * Mouthpiece w/ brush * Cleaning snake |
| Trombones | * Slide cream & Small water spray bottle * Mouthpiece w/ brush * Straight mute & Cup mute (optional but highly recommended) |
| Baritones/Euphoniums & Tubas | * Valve oil & Slide grease * Mouthpiece w/ brush * Cleaning snake |
| Percussion | * Concert snare sticks * Yarn mallets * Hard rubber mallets * Stick bag * Practice pad (larger version-12”) * Brushes (jazz ensemble only) |
| Violins & Violas | * One complete set of spare strings (Dominant, Daddario or similar quality brand. NO "RED LABEL" or non-label strings. * Rosin and a cleaning cloth * Shoulder rest * Fine tuners * Mute |
| Cellos | * One complete set of spare strings (Dominant, Daddario or similar quality brand. NO "RED LABEL "or non-label strings) * Rosin and cleaning cloth * Mute |
| Basses | * Quality bass rosin * Cleaning cloth * Mute |
| Guitars/Electric Basses | * One set of spare strings * Strap |

## Uniform Obligations

While the most important part of producing a quality group is sounding its best, it is also important for the ensemble to look its best. With that in mind, every ensemble will adhere to the following dress code for every performance, unless given advance notice otherwise by the Director. **Students who arrive to a performance without the proper uniform will not be allowed to perform, and will receive a grade of zero for the performance!**

Any items in *italics* can be provided by the school. Damage to school uniform parts due to negligence and/or misuse will be repaired/replaced at the expense of the student. **All uniform parts provided by the school must be cleaned before they are returned at the end of the year. If the uniform parts are required to be professionally cleaned, then a receipt showing such must be submitted with the returned uniform parts.**

An order will be placed with the company "Southeastern Apparel" by the beginning of October. More information will be provided.

Symphonic Band, Symphonic Orchestra and Concert Band: Males:

* *Black tuxedo jacket*
* Black tuxedo dress pants
* White long-sleeved tuxedo shirt
* Black bowtie
* Black cummerbund
* Black socks
* Black dress shoes (NO sneakers!)

Jazz Ensemble: Males:

* Black dress pants (NO jeans!)
* Black long-sleeved button-up shirt
* RHS Jazz Ensemble tie (ordering information will be provided during the first week of school)
* Black socks
* Black dress shoes (NO sneakers!)

All Ensembles: Females:

* Black floor-length dress with sleeves (at least cap), or a black dress suit or black dress pants and blouse
* Black dress shoes

# SECTION IV: RULES, REGULATIONS & PROCEDURES

## Rules and Regulations

1. All MCPS and RHS policies are in effect during all Instrumental Music classes and activities.
2. Students are expected to follow all rehearsal and performance procedures as outlined later in this handbook, or as explained by the Director.
3. All areas of Music Suite should only be used under the supervision of the Director. Students are encouraged to schedule sectionals outside of normal rehearsal time, and to use the time during lunch and after school as practice time. However, use of the Music Suite must be pre-approved by the Director.
4. Unless permission is granted to enter, the Music Office, Uniform Storage Room, Percussion Storage Room and Music Library area are off-limits to all students at all times.
5. Use of the whiteboards, computers, printers, telephones and other technology in the Music Suite is limited to emergencies and music-related business only, and may be used by permission only.

## At no time is food or drink allowed in the Music Suite except for water that is in a closable container.

Exceptions to this rule must be pre-approved by the Director. NO GUM ever in the music suite!

1. Students will use a designated object as a hall pass for short periods away from class (e.g. using the bathroom). For longer periods or emergencies, a student must supply a pass clearly labeled with his/her name, the date, the time and the location in order to leave the classroom for any reason. Even with a pass, a student may be asked to remain in the classroom.
2. To facilitate the cleanliness and organization of the Music Suite, students should remove anything that has been brought into the Music Suite by the end of the rehearsal/performance. Bags and cases should be stored in their designated areas at all times. During rehearsals students should have nothing at their chairs except what they need for rehearsal.
3. Percussionists will be held responsible for the organization and maintenance of all percussion instruments and the areas in which they are kept.
4. All instrument cases and stick bags must be clearly marked with the owner’s name, and all instrument serial numbers must be registered with the Director. Cases and bags should be stored in their assigned areas at all times.
5. A space in an instrument locker will be provided to any student who needs it. **This space is only to be used for instrument storage only**. It should not be used as a spare locker, or to store other music-related materials. All members of the Instrumental Music program share responsibility for the security of the Instrument Storage Room, and should respect the property of others who utilize it. Only those who participate in the Instrumental Music Program, and their parents/guardians, are allowed in the Instrument Storage Room.
6. Combination padlocks are available from the Director if a student wishes to secure his/her instrument locker. Only padlocks issued by the Director may be used on instrument lockers, and students will be held liable for lost or damaged padlocks. Students who choose not to use a padlock are still liable for lost and/or damaged instruments.
7. Each student will receive his/her own copy of all music being rehearsed in class. It is each student’s responsibility to have all music at every rehearsal, and to keep it in good condition. Students will need a 1" black 3 ring binder with protective non-glare slip covers to keep their music in during the year. Having and maintaining this binder is part of your daily grade.
8. Rules may be added or changed at the discretion of the Director. All members will be made aware of rule changes as they are made.

## Rehearsal and Performance Procedures

1. Students will be made aware of rehearsal start times and performance call times. Students will also be made aware of meeting places for each rehearsal and performance. Students must be at the designated place at the designated time with all needed equipment. Tardiness will be dealt with as outlined in the attendance policy.
2. Students are expected to have all required music, equipment, and a pencil at every rehearsal and performance.
3. Students should take advantage of the time before rehearsing or performing by going through an appropriate warm- up and tuning procedure. This procedure should begin as soon as you enter the room for a rehearsal or performance.
4. At no time will a student play an instrument or use a piece of equipment that he/she is not assigned to.
5. Students will not engage in negligent behavior (i.e. “horseplay”) during a rehearsal or performance.
6. Each student is responsible for the maintenance of his/her assigned equipment. This includes proper assembly, usage, function, upkeep, and storage. Questions about proper equipment maintenance may be brought to the Director.
7. All students should observe silence when the Director approaches the group to begin a rehearsal or performance. Questions may be addressed after a student raises his/her hand and is recognized by the Director.
8. During performances, the entire uniform must be worn at all times. Students who arrive to a performance without the complete proper uniform will not be allowed to perform, and will receive a grade of zero for the performance.
9. Never chew gum during any rehearsal or performance.
10. Wait for the Director to dismiss you before packing up after a rehearsal or performance.
11. At the end of a rehearsal or performance, each student is expected to leave the area in better shape than it was found.

## Technology in the Classroom

MCPS and RHS strive to provide students and teachers with technology that can enhance classroom instruction. Technology can be used in the music classroom in a variety of ways. There are many smartphone apps, including tuners, metronomes and reference materials that can obtained for free or for a small charge. Audio files can be downloaded so that students can hear ideal examples of our current repertoire.

Students are encouraged to use technology in the classroom in an appropriate fashion. If students are found to be abusing this privilege, then their use of technology in the classroom will be restricted and personal devices may be confiscated.

Basic guideline: no cell phone use after the tardy bell rings until the dismissal bell rings unless given permission to do so by the director.

# SECTION V: ADDITIONAL INFORMATION

## Practicing

Students will get out of an ensemble what they put into it. Too often we hear poor players say, “I just play for the fun of it.” This makes little sense since most people do not have ‘fun’ doing things that they do not do well. Our response should be, “Isn’t it more ‘fun’ if we’re good at it?” Always remember, “Perfect Practice Makes Perfect.” Here are some guidelines for good practice habits:

* + Pick a set time and place for each practice session where you can be unbothered!
  + Stretch and do breathing exercises prior to warm-up (playing music is a physical activity!)
  + Keep the tuner and metronome out, and refer to them often
  + Incorporate the following into every practice session:
    - Long tones (throughout the range of your instrument) or rudiments (for percussionists)
    - Scales
    - Technique exercises
    - Sight reading
    - Pitch and dynamic range (maintaining good tone throughout)
    - Endurance
  + If you practice longer than 30 minutes at a time, be sure to take a short break
  + A good idea is to set goals for what needs to be accomplished that day and practice until it has been accomplished. REFER TO YOUR PRACTICE CARD for "what" to practice!

## Private Lessons & Summer Camps

By nature, large ensemble classes limit the ability of the Director to develop individual musical skills. Though not required, only the students who take advantage of private instruction will fully meet their potential. It is no coincidence that the majority of students who make county and state honors ensembles study with great private teachers. Please consult the Rockville Music website for area teachers and ask the Director for recommendations.

Additionally, there are numerous summer camps locally and nationally for further development. Please visit the Rockville Music website for more information and ask the Director which camp might be best for you.

## Section Leaders

Certain students in each ensemble will be designated as Section Leaders. Section Leaders are chosen by the Director each semester on the basis of musical ability and leadership skills. Responsibilities of Section Leaders include:

* Running sectional rehearsals during class time.
* Ensuring that all members of the Section are contributing to the success of the ensemble.
* Helping to distribute and collect information/forms/etc… as needed.
* Helping to run full ensemble rehearsals when the Director is absent from school.
* Letting the Director know of any issues within the section.

## Tips for a Successful Year

* Always be prepared for rehearsals and performances! This means having all necessary equipment, **and always having a pencil**.
* Do your part to keep up on organizational matters. Get forms and permission slips signed and returned in a timely manner. Get your money in on time. Bring any issues to me as soon as possible!
* When at a performance, remember that you are representing not only the RHS Instrumental Music program, but also the whole school and Montgomery County (and sometimes even the State of Maryland). Show self-control, attentiveness, maturity, and proper manners at all times.
* Don’t be afraid to ask questions or give suggestions! We all are here to learn. My door is always open for questions, comments, and concerns.
* Encourage your family to get involved. Among many other things, they can attend our performances, contribute money to the program, and provide logistical support.
* Check the music department website (www.rockvillemusic.org) regularly, and be sure to keep your email address up to date with me. In accordance with the school’s desire to reduce paper waste, many handouts and updates will be emailed out and posted to the website, rather than printed and distributed.

## Parent Conduct:

As adults, it is our responsibility to set a good example for students. The behavior we model while at instrumental functions must be mature and positive in nature. It is imperative that all adults behave in a manner that reflects credit on the performing ensemble, school, and community. This applies not only to public events such as football games or contests, but to all functions; i.e. practices, performances, meetings, etc. The school district has entrusted the director with the care of the group. By signing the handbook form, parents are entrusting the directors with their student while he or she is with the band or orchestra. It is crucial that parents respect the authority of the directors, staff, and chaperones to make decisions regarding their student while at events. If a parent questions or disagrees with a decision, they should refrain from discussing it with the directors until a private conference can be arranged. Disagreements must be handled privately, and in a civil manner. No controversial or sensitive matters should be discussed in public, especially in the presence of students. No confrontational behavior by anyone will be tolerated under any circumstances. It is the parent’s responsibility to be familiar with band policy and rules as stated in the handbook to avoid unnecessary disputes. If parents have questions or concerns about the treatment of their child, they are free to discuss it with the directors. However, these discussions will not occur at a time or place that will interfere with the operation of the ensemble. Please call the instrumental room or the school to set up a conference. Any conference with staff members will include the band director.

# SECTION VI: AWARDS

A number of awards are given out each year to honor those musicians who perform to the best of their ability throughout the school year. Some awards are merit-based, and some are participation-based. All merit-based awards are given at the discretion of the Director. All students are encouraged to pursue as many awards as possible. The awards are as follows:

## Seniors Only (Merit-Based)

The John Philip Sousa Award – Given to the most outstanding graduating member of the Symphonic Band, or to the most outstanding graduating wind/percussion member of the Symphonic Orchestra.

The Louis Armstrong Jazz Award – Given to the most outstanding graduating member of the Jazz Ensemble.

The National School Orchestra Award – Given to the most outstanding graduating string member of the Symphonic Orchestra.

The National School Marching Award – Given to the most outstanding graduating member of the Marching Band.

The Director’s Award – Given to up to four outstanding graduating members of the Rockville High School Instrumental Music program who have made a significantly positive impact on the music program.

The Marine Corps *Semper Fidelis* Award – Presented in cooperation with the United States Marine Corps “in recognition of Diligence, Dedication and Musical Excellence as a Performing High School Bandmember and Soloist.”

## Other Merit-Based Awards

Golden Dinkle Award – Given to the most outstanding member of the Marching Band.

Most Improved Musician Award – Given to the most improved musician each Instrumental Music class.

## Participation-Based Awards

Marching Band Letter **–** Given to any student who has successfully completed two seasons with the Marching Band.

Orchestra or Band Letter-Given to any student who has successfully earned 50 points. **\*\*\* New as of 2019 school year**.

Senior Award – Given to graduating seniors who are enrolled in an Instrumental Music class for every semester of their high school careers.

## Instrumental Music Achievement Award Points Chart

|  |  |
| --- | --- |
| **Activity** | **Points** |
| Audition for a MCPS Honors/All-County Ensemble | 5 |
| Perform with a MCPS Honors/All-County Ensemble | 10 |
| Audition for an All-State Ensemble | 6 |
| Perform with an All-State Ensemble | 12 |
| Perform with MCYO, PVYO, RRYO, or another community ensemble **pre-approved** by the Director for the entire school year | 8 |
| Perform in the pit orchestra for the school musical | 8 |
| Perform with the Lion’s Club Honors Band and/or the Towson Junior/Senior Honor Band | 5 each |
| Take private lessons for at least six (6) months of the school year | 8 |
| Perform in the District Solo & Ensemble Festival | 5 |
| Perform in the State Solo & Ensemble Festival | 10 |
| Learn a new instrument for the benefit of an ensemble | 8 |
| Perform with the Marching Band at all performances | 15 |
| Actively participate in the Tri-M Music Honor Society for the school year | 10 |
| Participate in the Honors Credit program | 15 |
| Perform a piece as a soloist or as a member of a chamber group for an event not sponsored by the Music Department | 5  (max of 15) |
| Assist elementary or middle school music students after school on a regular basis for at least 4 months of the school year | 10 |
| Assist the Music Department in department-wide activities (i.e. Redecorating the display case, MCPS Honors Auditions) | 5  (max of 15) |
| Serve as a student conductor for an ensemble for the entire year | 15 |
| Serve as section leader in an ensemble for a semester | 5 |
| Participate in an ensemble for a full year | 10 |

**Name:**

**Rockville High School Instrumental Music Department 2016-2017 Instrumental Music Achievement Award Application**

**At least 50 points are needed to qualify for this award!**

**Applications Due: Friday, April 28**

1. Audition for a MCPS Honors/All-County Ensemble (5 points each). List any ensembles below.
2. Perform with a MCPS Honors/All-County Ensemble (10 points each). List any ensembles below and attach a copy of the concert program(s).
3. Audition for an All-State Ensemble (6 points each). List any ensembles below.
4. Perform with an All-State Ensemble (12 points each). List any ensembles below and attach a copy of the concert program(s).
5. Perform with MCYO, PVYO, RRYO, or another community ensemble **pre-approved** by Mrs. Sherlock for the entire year (8 points each). List any ensembles below and attach a confirmation letter from someone in charge of each ensemble.
6. Perform in the pit orchestra in the school musical (8 points). Have the conductor sign below.
7. Perform with the Lion’s Club Honors Band and/or the Towson Junior/Senior Honors Band (5 points each). Attach a copy of the concert program(s).
8. Take private lessons for at least six (6) months of the school year (8 points). Have your private teacher sign below or attach a confirmation letter from your private teacher.
9. Perform in the District Solo & Ensemble Festival (5 points). Attach a copy of the adjudication sheet(s).
10. Perform in the State Solo & Ensemble Festival (10 points). Attach a copy of the adjudication sheet(s).
11. Learn a new instrument for the benefit of the ensemble (8 points). Have the Director sign below.
12. Perform with the Marching Band at all performances (15 points). Have the Director sign below.
13. Actively participate in Tri-M for the school year (10 points). Have the Sponsor sign below.
14. Participate in the Honors Credit program (15 points). Have the Director sign below.
15. Perform a piece as a soloist or as a member of a chamber group for an event not sponsored by the Music Department (5 points each/15 points max). List each event and have a faculty member or parent who witnessed the performance sign below.
16. Assist elementary or middle school music students after school on a regular basis for at least 4 months of the school year (10 points). Have the teacher(s) of the student(s) you assisted sign below.
17. Assist the Music Department in department-wide activities (5 points/15 points max). Have the Director sign the line below.
18. Serve as a student conductor (15 points) for the music department. Have the Director sign the line below.
19. Serve as a section leader for a semester.
20. Participation in an ensemble for a full year.

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PHILOSOPHY OF TEACHING MUSIC

MUSIC is a science…

It is exact, specific; it demands exact acoustics. A conductor’s full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once with the most exact control of time.

MUSIC is mathematical…

It is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.

MUSIC a foreign language…

Most of the terms are in Italian, German, or French, while the notation is in a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complex and universal language.

MUSIC is history…

Music usually reflects the environment and times of its creation, often even the country or racial feeling.

MUSIC is physical education…

It requires fantastic coordination of fingers, hands, arms – in addition to extraordinary control of muscles which respond instantly to the sounds the ears hear and the mind interprets.

MUSIC is all these things, but most of all – MUSIC is art…

It allows a human being to take all these dry, technically boring but difficult techniques and use them to create emotion. That is one thing science cannot duplicate: humanism, emotion, the “aesthetic” experience music brings to one’s inner being.

That Is Why I Teach Music!

…not because I expect you to major in music…

…not because I expect you to sing or play all your life…

…but, …so you will be human

…so you will recognize beauty

…so you will be sensitive

…so you will be closer to an infinite beyond this world

…so you will have something to cling to

…so you will have more compassion, gentleness, and good, in short – more life.

Of what value will it be to make a prosperous living unless you know how to live?