

JOHN ADAMS MIDDLE SCHOOL
DEPARTMENT OF VISUAL AND PERFORMING ARTS

INSTRUMENTAL MUSIC HANDBOOK 2019 - 2020

WIND ENSEMBLE
CONCERT BAND
SYMPHONIC BAND
MUSIC CONVERSION BAND

PHILHARMONIC ORCHESTRA
SYMPHONY ORCHESTRA
STRING ORCHESTRA



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Music exists in our culture because it provides an aesthetic experience that is unlike any other. No other art form can duplicate the kind of perception that results from expressing oneself through musical performance. The person who plays in a musical organization is paving the way for future musical enjoyment, whether it be listening or performing.

The John Adams Middle School Instrumental Music program offers to all students numerous opportunities with intellectual, physical, creative, social, and emotional experiences that demonstrate the relationship of music to the students' own cultural heritage, as well as to human experience in general. Students not only gain insights into other cultures, but also understand how music reflects historical contexts, and they are able to recognize universal themes and concepts. The students are able to identify the interrelationships between knowledge and skills gained in music and those gained in other subjects.

The goals of the music program not only include creativity and cognitive development in music, but also the promotion of critical thinking as well. Through the acquisition of knowledge, students develop their skills, concepts, styles, and an understanding of the unique principles of music.

The method of instruction incorporates a vast variety of techniques. Modeling is used at great lengths, and is one of the most effective instructional methods for developing musical skills. The students learn to aurally "memorize" specific sounds and tones produced on their instruments. Video and audio recording of rehearsals and performances is also used frequently. Students are able to demonstrate objectivity and analyze their performance practice, not only as a soloist, but also as an ensemble member. The more experienced students are often asked by the music director to make musical judgments (e.g. bowings, phrasing) and then defend the decisions to their peers. This method challenges the more advanced players, as well as maintaining a good balance between older and younger players.

The instrumental music courses are ability-based and sequentially designed based on age appropriateness and student experience. For example, all members of the Concert Band or Symphony Orchestra must have previously participated Symphonic Band or String Orchestra (or have the equivalent level of proficiency).

Members of John Adams instrumental music ensembles will enjoy involvement in a campus organization that provides immediate identity and purpose. The music groups encourage and promote academic excellence. Wind Ensemble, Concert Band, Symphonic Band, Philharmonic Orchestra, Symphony Orchestra, and String Orchestra rehearsals occur during the school day, and are compatible with the student's academic responsibilities. Members of the John Adams bands and orchestras will be involved in concerts, festivals, honor groups, and masterclasses.

MUSIC will be the most important element of the John Adams music program. Although participation provides such non-musical benefits as learning to work together, building a sense of responsibility and accountability, and feeling a sense of accomplishment in doing something well, the primary purpose of the instrumental music program is that of making MUSIC together. The John Adams bands and orchestras are composed of dedicated, enthusiastic, respectful musicians striving for the highest standards of musical and performance excellence. Individuals in any music organization must leave all personality conflicts outside the rehearsal room. Success is only accomplished by each individual thinking and performing as an ensemble.

The following pages contain guidelines for all instrumental music members, which have been formulated for the purpose of maintaining an instrumental music program in which each member, the entire school, and the community may take pride. **Please read the following pages carefully, and detach and return the last page indicating an understanding and acknowledgement of the stated procedures and policies.**



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GOALS

Through the making of music, all participants in the John Adams instrumental music program will work towards the following musical and non-musical goals:

1. Develop an understanding of our musical heritage.
2. Develop individual self-confidence through working as a *team member*.
3. Attain self-discipline through the development of group pride.
4. Respect for the feelings of fellow musicians.
5. Respect for the process of making music as an ensemble.

INSTRUMENTAL MUSIC ROOMS

The John Adams Band Room (26) and Orchestra Room (27) are of the finest music facilities in the state of California. Our rooms are **special** places, which only music students have earned the right to enter. We must treat the rooms with respect, as well as our fellow musicians and their instruments. The way you enter the rooms should demonstrate your respect for our high standards (loud talking and running are unacceptable). **Only music students are to enter the rehearsal rooms. Rooms 26 and 27 are off-limits to all other John Adams students. It is an honor to be in the music rooms, which other students have not yet earned!**

The Band and Orchestra Rooms will be open every morning by 7:15a.m. When the directors are in Rooms 26 and 27, music students are invited to come in before and after school to practice or study quietly. Appointments are required for nutrition and lunch practice times.

Food and beverages (outside of lunch bags) will **NOT** be allowed in the Band Room or Orchestra Room, *including the practice rooms*, at any time during rehearsals/practice sessions. Electronic devices must be powered off during rehearsal (adhering to SMMUSD Board Policy 5131.8.3). **STUDENTS WITH FOOD OR AUDIBLE ELECTRONIC DEVICES DURING REHEARSAL WILL BE ASSIGNED LUNCH DETENTION WITH THE MUSIC DIRECTORS. REPEATED INFRACTIONS WILL RESULT IN A SCHOOL REFERRAL, DETENTION, AND/OR DEMERITS AS WELL AS PARENT NOTIFICATION.**

REHEARSAL PROCEDURES

Rehearsal requires the concentrated effort of **every** member of the group. Rehearsal procedure will be as follows:

- ✓ Upon entering the music room, students should place personal belongings under their chair.
- ✓ Students will quietly take everything needed for the rehearsal to his or her assigned seat (music, instrument, stand, a pencil, mutes, shoulder rests, reeds, valve oil, rosin, sticks, mallets, etc.).
- ✓ Students must be seated, ready to begin tuning and warm-up procedures **before the tardy bell rings, or will be marked tardy.**
- ✓ Students should next check the rehearsal agenda, and place all music to be rehearsed in order before rehearsal begins.
- ✓ No playing is necessary until the bell rings, as we will warm-up together.

The podium is a platform in more than the literal sense of the word, for it is the only place in the rehearsal room from which gestures and suggestions can mold a group of individuals into a musical organization. Whenever the director or any authorized person takes the podium, the students will give him or her their complete attention. This means total silence when the person is talking, and quickness to respond to instruction.

A rehearsal ends when the director ends it, not when the bell rings. Every student must put his music, stand, and instrument away when the rehearsal ends. **PERSONAL BELONGINGS REPEATEDLY LEFT OUT MAY RESULT IN LUNCH DETENTION.**

MUSIC

Each musician is **required to have a music folder for the year**. A black ½-inch three-ring binder is highly recommended (with optional sheet protectors), or a pocket folder can be obtained by the directors. It is essential that each student take particular care of the music that is issued since it must be used from year to year, and some music is out-of-print and impossible to replace. Only **pencils** may be used to mark music, as ink cannot be erased. **LUNCH DETENTIONS WILL BE ASSIGNED IF MUSIC IS NOT PRESENT AT ANY GIVEN REHEARSAL. PARENT NOTIFICATION MAY RESULT AS WELL AS A GRADE REDUCTION.**

CONCERT UNIFORM

Members of the John Adams Instrumental Music program are required to wear the following concert uniform for formal performances (tuxedo shirts may be purchased through the music program):

Ensemble	Girls	Boys
All bands and orchestras	<input type="checkbox"/> black blouse/black skirt or black dress (shoulders covered; skirt below knee length when seated) <input type="checkbox"/> black stockings or tights (no leggings) <input type="checkbox"/> black dress shoes (closed toe/heel)	<input type="checkbox"/> white tuxedo shirt <input type="checkbox"/> black dress slacks <input type="checkbox"/> long black socks <input type="checkbox"/> black dress shoes <input type="checkbox"/> bow ties (to be loaned by the JAMS Instrumental Music Department)

John Adams has a small inventory of donate concert clothing. Any student needing assistance in securing the above items should see Ms. Woo or Mr. Garnreiter at least two weeks prior to any performance.

PRIVATE LESSONS

Because John Adams music ensembles focus on the dynamics of a large group, students must gain the individual techniques that are essential to this experience. As a student becomes more proficient, his enjoyment of music increases. A student who attains a high level of musical achievement in middle and high school often continues to play a musical instrument in his college and adult years. Although much individual help is provided during rehearsals, each band and orchestra member is encouraged to study with a private teacher who is a specialist on that student's instrument. Such a teacher is able to give this kind of attention that simply cannot be attained in a group situation. A current list of recommended private instructors is included in this handbook. Any student interested in further private teacher recommendations should consult with Ms. Woo or Mr. Garnreiter.

SCHOOL INSTRUMENTS AND INSTRUMENT REPAIR

John Adams carries a *limited* number of instruments that are available for check-out by music students. School instruments are not “free,” and any student who is loaned a school instrument is responsible for its care, safety, upkeep, and repair, as if it were their own personal instrument. Any student who checks out a school instrument is encouraged to take out an insurance policy for the value of the instrument.

Minor repairs can be made by the music directors, however, it is recommended that your instrument receive the professional treatment of a repair specialist. If your instrument needs *any* type of adjustment, see Ms. Woo or Mr. Garnreiter immediately.

GRADING

Grades will be determined using the following five categories (with percentages toward final grade):

1. Rehearsal Preparation (40%)

Students will earn a *daily* grade for their rehearsal preparation based on the rubric chart below.

	4 (Advanced)	3 (Proficient)	2 (Basic)	1 (Below Average)
Respectful Behavior	Always respects peers and directors as well as substitute teachers. Quiet, courteous, and professional rehearsal demeanor, and displays exceptional behavior to be modeled for others.	Usually respectful to fellow musicians. Cooperative behavior with positive attitude towards others.	Demonstrates inconsistency with respectful behavior. Reminders needed for posture/body language/eye contact.	Disruptive behavior, and has a negative effect on the learning of others. Poor attitude, and argumentative with directors.
Focus/Attention	Always listens to directions attentively, and follows instructions without repeated prompts. High self-awareness at all times.	Usually attentive, needing few or no reminders to stay on-task.	Repeated reminders needed to pay attention or to refrain from talking.	Off-task for most of the rehearsal.
Music Preparation	Always brings: <ul style="list-style-type: none"> • a properly-working instrument, • required supplies, • music folder (with bound pages) • pencil Clear evidence of outside individual practice and improvement.	Usually brings all materials. Occasionally forgets instrument, music, and/or required supplies. Strong evidence of outside practice or improvement.	Frequently does not bring required materials. Inconsistent evidence of outside practice or improvement. No more than two SmartMusic and/or Google Classroom “one takes” per grading period.	Does not have required materials, including instrument and/or music. No evidence of outside practice or improvement. Three or more SmartMusic and/or Google Classroom “one takes” per grading period.
Effort	Always demonstrates a continuous effort to improve, and actively participates to strengthen the ensemble. Asks questions out of genuine necessity as well as interest.	Usually demonstrates an effort to improve with good intention to help the ensemble.	Demonstrates inconsistent effort to improve oneself or as an ensemble musician.	No attempt to improve, either as an individual or as an ensemble musician.
Attendance	Attends all classes, and is always on time. Seated with music stand, and always ready to play before the tardy bell rings.	Usually prompt for all rehearsals, and ready to play before tardy bell rings. One excused tardy per week.	Not consistently ready to play before the tardy bell rings. Two unexcused tardies per week.	Rarely prepared to play before tardy bell rings. Three unexcused tardies per week.
Cell Phone/ Electronic Device	Cell phone/electronic device is always powered off.	Follows cell phone/electronic device policy.	Needs reminders to power off cell phone/electronic device.	Ignores cell phone/electronic device policy.
Gum/Food	Never chews gum or eats during rehearsal.	Usually does not chew gum or eats during rehearsal.	Needs reminders to not chew gum or eat during rehearsal.	Multiple occurrences of chewing gum and/or eating during rehearsal.

2. Performances (20%).

The performance is the culmination of **all** work from rehearsals. All students must participate in our scheduled rehearsals and performances, or the final letter grade will be lowered. We can only achieve as a music *ensemble* if we have 100% participation at all times. All concert and performance dates will be given well in advance. **STUDENTS WITH AN UNEXCUSED ABSENCE FROM ANY DRESS REHEARSAL OR PERFORMANCE ARE SUBJECT TO DISMISSAL FROM THE MUSIC PROGRAM AND FINAL GRADE WILL AUTOMATICALLY BE LOWERED.** A calendar of this year's performances is included in this handbook.

3. SmartMusic/Google Classroom Assignments (20%).

In conjunction with the SMMUSD technology initiative ("21st Century Classroom") for all curricular subject areas, all music students will be given assignments using the SmartMusic interactive software program, and/or video recordings uploaded to Google Classroom. Students will have the option of using personal computers/recording devices or school computers/equipment.

4. Playing Assessments (10%).

Students will be assessed in class regularly to demonstrate individual progress. Assessment formats will include live performance, video assessments (in-class and/or via Google Classroom), and SmartMusic. Areas subject to testing may include scales, class repertoire, clapping and counting, and sightreading. Pass-Offs (one per grading period) will also be a means to evaluate mastery of expected skill sets.

5. Practice Packets and Written Assignments (10%).

Starting in September, Practice Packets will be due every week (Wednesdays for all bands, Thursdays for all orchestras). A parent signature is required for each week. These forms are meant to assist students with structuring individual daily practice outside the classroom rehearsals. Daily practice will be evident in the classroom, and evaluated as a part of the overall grade. ***Instruments should not stay at school overnight!!*** Grades will be lowered. If a student leaves before the end of the school day, they should pick up their instrument before leaving campus. Random locker checks will be conducted to ensure that instruments are not left at school.

Written assignments may be given in the form of music theory, music notation, and writing prompts. All work will be graded on completeness, neatness, organization, and content.

*All class assignments and projects can be found on the
JAMS Instrumental Music website at www.jamsinstrumentalmusic.org*

PUBLIC RELATIONS

As a member of the John Adams Middle School Visual and Performing Arts Department, you are in the spotlight of the school and the community. Because of our frequent visible public performances, each member must always demonstrate the high quality of musical achievement that is John Adams' reputation. You must always strive to represent and reflect a positive image of **your school and community, and yourself.** **ANY STUDENT WHO MISREPRESENTS JOHN ADAMS MIDDLE SCHOOL OR EXHIBITS DISRESPECTFUL BEHAVIOR WILL BE SUBJECT TO DISMISSAL FROM THE INSTRUMENTAL MUSIC PROGRAM.**



GENERAL STATEMENT REGARDING STUDENT FEES

Students enrolled in John Adams Middle School are not required to pay any fee, deposit, or other charge for participation in an educational activity offered by the school or the Santa Monica-Malibu Unified School District, except as authorized by law. Donations are sought and accepted for various activities and supplies, and are at times critical to the continued success of classes and activities, but donations are voluntary.

RECOMMENDED MATERIALS

Listed below are recommended materials for students taking the John Adams Middle School Instrumental Music courses (Band I, II, III and Orchestra I, II III). These materials are not required, and full participation in the course does not require the purchase of any of these materials. State law requires us to provide a public education free of charge. Subject to certain exceptions, the right to a free public education means we cannot require students or their families to purchase materials, supplies, equipment or uniforms for any school activity, to pay security deposits for access, participation, materials, or equipment, or to make donations to a class activity or program.

Recommended materials:

- ✓ Pencil
- ✓ Folder (either a black ½-inch 3-ring binder, or a pocket folder)
- ✓ Any accessories specific to your child’s instrument (i.e. strings, rosin, reeds, valve oil, etc.)

CLASSROOM MATERIALS/SUPPLIES DONATION REQUEST

State law requires us to provide a public education free of charge. Subject to certain exceptions, the right to a free public education means we cannot require students or their families to purchase supplies. John Adams Middle School will provide all necessary supplies for your child to have a quality educational experience.

Due to limited funding for necessary materials/supplies we ask that parents/guardians make a donation to the **John Adams Middle School Instrumental Music program. We are requesting a donation of any amount.** You may send this donation by check made out to “John Adams Middle School” with “Instrumental Music” in the memo line, and it will be accepted at any time throughout the year.

In past years, donations specifically made to the JAMS Instrumental Music program are used to supplement equipment, materials, supplies, instruments, music, accessories, etc. Donations have also helped in the following ways specific to instruction and learning:

- providing access to the interactive SmartMusic software for ALL band and orchestra students at JAMS
- supplementing instruction and support through our weekly coaching rehearsals/sectionals

Thank you in advance for your willingness to help support the JAMS Instrumental Music program for the 2019-20 academic year.



