| Course Name | Instructor | Instructor E-mail & Availability |
|---|---|---|
| String Orchestra | James Jensen | jpjensen@aurorak12.org<br>M-F 7:30am-5:30pm<br>303-250-1654 (cell) |
| **Course Website** | **Class Meeting Times & Location:** | **Prerequisites** |
| To be announced... | M-F 2:50-3:45 | 1 Year of Playing a String Instrument |

## Course Description

String Orchestra is a performing ensemble focusing on the performance of music arranged for string orchestra and string instruments. This is primarily a performance ensemble, with mandatory attendance at after school concerts.

## Standards

***National Arts Standards***

**Creating: Conceiving and developing new artistic ideas and work.**

**Performing: Realizing artistic ideas and work through interpretation and presentation.**

**Responding: Understanding and evaluating how the arts convey meaning.**

**Connecting: Relating artistic ideas and work with personal meaning and external context.**

## Learning Outcomes

Throughout the year, we will focus on the following anchor standards within the processes above through our concert and performance repertoire:

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and anaylze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## Required Supplies

Instrument (may be rented from school)
Instrument Supplies (Reeds, strings, etc.)
Folder
Pencil (Needed every day!)

| Grading*** See classroom policies below for grading policy! | | |
|---|---|---|
| Students will be graded on a 4 point scale for all assignments | | |
| **Point** | **Letter Grade** | **Explanation** |
| 3.0-4.0 | A | In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught. |
| 2.5-2.99 | B | There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery |
| 2.0-2.49 | C | There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes. |
| 1.0-1.99 | D | With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |
| Below 1.0 or No Evidence | F | Even with help, the student cannot demonstrate understanding of the simple details. |

## School Policies

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

## Classroom Procedures

**Grading**

Research shows that grading learning using numbers and letter grades can often reduce motivation for tasks, reduce risk taking, and increase complacency for students at all levels. These outcomes are dangerous for a musical ensemble that needs your whole participation and passion for the music!

This year, Mr. Jensen will place no letter grade or proficiency scale number on any particular assignment. Instead, you will receive detailed feedback using the SE2R (Summarize, Explain, Redirect, Resubmit) method of feedback. This feedback is intended to start a **conversation** about your work in the class and it's attainment of the standards. When you receive feedback from me, I highly encourage you to respond to it and discuss it with me!

This regular feedback will be tracked in a Google doc that will be shared with both the student and the teacher. This is where most of the regular feedback conversation will take place. Feedback for major projects and assignments will also be included in the comment section of Infinite Campus.

At the end of each grading period, we will meet and discuss your work for the quarter. Each student will select their grade for the quarter, citing evidence for their grade from their work throughout the quarter. This process of self-reflection is a key element in meaningful learning experiences!

**Weekly Eligibility:** In order to comply with the new eligibility requirements for Athletics and Activities, students will be expected to actively participate in all learning activities and assessments. Students who are not participating actively in class learning activities and assessments will be given a one-week warning period to change their participation habits. If no changes are made after a week, students will be given an F in Infinite Campus for the week, rendering them ineligible for participation in sports and activities. Students who are ineligible should discuss **their plan** for making up the missing work and eligibility will be restored as soon as the student shows a commitment to participating in learning activities and assessments.

## *Calendar of Events*

### Concerts

Attendance is **required** at all concerts! Your participation in these concerts ensures that all students will be successful! All concerts will begin at 7pm, with a 6pm call time.

- Wednesday, October 5th
- Tuesday, December 13th
- Friday, March 3rd
- Friday, May 12th

## Duties of the orchestra Member

- Be on time to all rehearsals and performances. **Early is on time – on time is late.**
- Upon entering the rehearsal setting, get your instrument, and go directly to your seat.
- When the director or staff member steps on the podium or asks for your attention, all talking should cease.
- Come to the rehearsal with a good attitude.
- There should be no excess playing (example: horsing around on the instrument), only good, solid material.
- Make a real effort to improve on a daily basis, and establish a good practice routine.
- At the end of the rehearsal, put all materials in their proper place.
- Maintain a strong academic standing in all course work.
- Become responsible for and assume responsibility for your own actions. Admit when you are wrong.
- Have proper respect for yourself and those in authority.
- Read and play music with insight—have musical expectations!

## The Importance of Attitude

The greatest single factor that will determine the success of any individual or organization is **attitude.** The kind of person you are is an individual choice, and how you feel about something is one of the few actual independent choices you have in life. It takes intense dedication to reach goals. Students should learn to discipline themselves to practice fundamentals daily. The right attitude must be present along with sincerity, concentration, and dedication as the basic foundations. Such an attitude makes an artistic performance inevitable and is the difference between a winning organization and a mediocre group. The ensemble can do much for you. Make the most of it in every rehearsal and performance.

## The Importance of Discipline

Because of the nature of the organization, discipline in the ensembles must be strict! Instrumental music students and parents must believe in the ideals, principles, and philosophy of the organization. Members must always be aware of good behavior and think for themselves. Any misconduct casts a bad light on the school, community, and Instrumental Music program. Any member who discredits the organization by their conduct or actions in class, in another class, or on a trip shall be subject to dismissal from the Instrumental Music program or may lose a privilege within the program. This may include trips and extra performances. This decision will be at the director's discretion.

## Parents' Responsibility to the orchestra

It is the responsibility of every parent and guardian to see that the policies outlined in the handbook are followed and that the form in the back is signed and returned. This states that you understand the policies set within and that any

questions are to be directed to the director by making an appointment. Each parent is responsible for the attendance of their child at all ensemble functions. It is the responsibility of each parent to encourage and assist their student to practice his or her instrument daily. The hands of the director are tied without the help of parents.

# How Parents Can Help

Parents and guardians are the most important factor in the education of students! It is the goal of the director to partner with you to ensure the best experience for your students. Here are some ideas of ways you can partner with the Instrumental Music program to assist us in providing a world-class music education:

- Show an interest in the musical study of your child.
- Arrange a regular time for your child to practice.
- Find a quiet place where he or she can practice without interruption.
- Listen to performances of practice material when asked to do so.
- Help the student keep a daily record of practicing.
- Come up with a reward system for daily practice.
- Keep the instrument in good repair, and keep at least three reeds in the case; get a metronome!
- Be extra careful with school-owned instruments. Repair costs are high!
- Teach your child to be prepared and on time to each rehearsal or lesson.
- Provide private instruction!
- Make faithful attendance at all concerts and performances a priority!
- Encourage your child to use their school provided planner to mark important dates.
- Keep the handbook in a safe place and refer to it often.
- Notify the teacher if a student is to be absent for rehearsals or lessons.
- Double-check to make sure students have their instruments.
- Visit rehearsals occasionally.
- Attend parent meetings, concerts, games, and contests.
- Turn in any fund-raising money on time.

# Students' Responsibility to the Orchestra

As members of this organization, you have a great deal of responsibility. These expectations coordinate with the privileges, rewards, and duties of the orchestra program.

## To Ourselves

You have the primary responsibility of developing your own abilities. The benefits of a good instrument and private instruction can never be overestimated. What you put into it is what you will get out of it. The director is **always** available for your guidance and encouragement—just ask!

## To the School

The school district provides us with the resources for rehearsals, performances, and equipment. We have the responsibility to provide the best possible services for our community!

## To Music

Music has always been a part of our culture. We must take what we have and use it for the betterment of that culture. No one expects you to be virtuoso musicians, only to do the very best you can. The great composer Gustav Mahler once said that only 10 percent of a piece of music is on the page. If that is the case, we as musicians have the duty of creating and producing the other 90 percent. The joy of music is not in everything that is apparent. It must be discovered and created.

### To Each Other

We must always do what is best for the welfare of the group. There can be no selfish acts solely for the benefit of the individual. Respect each other. If there are conflicts, find a way to resolve them. Never insult another ensemble member's integrity. The word "ensemble" implies that we are connect together without divisions.

## Financial Obligations Rules and Procedures

This school year, the assessed charge for participation in Instrumental Music is $40. This amount will be used to purchase supplies and materials for students that will be used on a daily basis! An example of what may be purchased (each class and instrument have specific needs) is below:

- Method or Foundational Studies Book
- Instrument Care Kit
- Tuner or Metronome
- 1 Box of Reeds

## Traveling

- If a conversation can be heard in the front of the bus, it is too loud!
- There will be no hanging out of or talking out of bus windows.
- Please lower the volume considerably when entering the stadium or other schools.
- Please keep the bus clean; pick up after yourselves, and always thank the chaperones and driver.

## Competitions

Competitions are special events in which we get to perform for a sophisticated audience and very competent judges. We are there to do our best—not to win. If we do our best, everything will take care of itself. Specific information is given prior to competitions as to directions, departure, and anticipated return time. All parents are encouraged to attend competitions and support the orchestra. Students may use the orchestra phone to call following a trip. Parents, please come immediately when called.

## Classroom Procedures

- You must be in the Performing Arts Hallway or in your seat when the bell rings; a downbeat will be given 3 minutes after the bell. During the three minutes beforehand you should move to your seat; obtain music, a music stand, and a pencil; and begin warming up for the day's rehearsal. Make sure you have extra reeds. Percussionists should set up all equipment and music during the warm-up. Announcements will be made at the beginning or end of class and will also be written on the board.
- No talking while the teacher is working.
- On a rehearsal cut-off, all sound should stop.
- The purpose of rehearsal is for you to learn the parts of others and how they relate to yours, not to learn your individual music!
- If you must leave your seat for any reason, please ask. Restroom breaks should be taken between classes.
- In your individual warm-up, it is important to practice long tones, lip slurs, scales, and that day's music on a daily basis.

## Materials Needed for Class

Each student should have the following items in class every day:

- a sharpened pencil

- instrument (sticks, mallets)
- music and folder
- at least three reeds (clarinets and saxophones) and water bottles (trombones)
- at least two reeds (oboes and bassoons) and water canisters for soaking

## Instrument Rental

As the Instrumental Music Program grows, more and more students are seeking access to instruments. The reality is, Aurora Central High School is unable to provide instruments for all students. We will strive to ensure that any student who has a desire to pursue instrumental music will be allowed the opportunity. However, all students should consider renting or purchasing an instrument for their own personal use!

Instruments can be rented or purchased through the following local music companies. Additional information and instrument rental flyers will be provided to students.

Flesher Hinton Music
303-433-8891
flesherhinton.com

Music and Arts
(303) 788-0707
http://stores.musicarts.com/englewood?source=4SOSWXXN

Colorado Institute of Musical Instrument Technology (CIOMIT)
Castle Rock, CO
(303) 663-4084
ciomit.com

## School-Owned Instrument Rental

Each student who uses a school-owned instrument is completely responsible for the care of the instrument. A $10 fee will be assessed for the year, and $5 for half-year use. This fee will go toward any general repair work caused by normal wear and tear. If an instrument is damaged due to negligence, the student is responsible for the entire cost. An instrument check-out form must be filled out and on file with the director. Summer use does not require a fee, and the check-out forms will be designated as summer approaches.

## Lost Music

Sets of music for pep band, concert bands, and orchestra is valuable and costly. The cost ensures that the composer, typesetter, and publisher are all compensated fairly for their artistic contribution. Each student will be assessed a $2 fee for missing or torn music. See the director for any problems concerning music.

**Other Procedures**

- You must be in the Performing Arts Hallway or in your seat when the bell rings; a downbeat will be given 3 minutes after the bell. During the three minutes beforehand you should move to your seat; obtain music, a music stand, and a pencil; and begin warming up for the day's rehearsal. Make sure you have extra reeds. Percussionists should set up all equipment and music during the warm-up. Announcements will be made at the beginning or end of class and will also be written on the board.
- No talking while the teacher is working.
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- The purpose of rehearsal is for you to learn the parts of others and how they relate to yours, not to learn your individual music!
- If you must leave your seat for any reason, please ask. Restroom breaks should be taken between classes.
- In your individual warm-up, it is important to practice long tones, lip slurs, scales, and that day's music on a daily basis.

**Practice**

As with any activity, you get out of it what you put into it. Orchestra will not be fun unless you practice. There are many values in the study of music as a discipline that transfer to other areas of life. Although this will not immediately happen, persistent practice will lead to enthusiastic, driven practice. Remember: "Perfect practice makes perfect!" Here is a suggested plan of study:

- Pick a set time each day
- Use a tuner for a portion of your practice session
- Increase dynamic range (work on *pianissimo*)
- Use our daily warm-up and think "tone"
- Increase endurance (15 minutes of full-tone playing)
- Play some form of scales at every practice session
- Increase range (highest note with good tone)
- Take a break every 20 minutes (Practice for 20 minutes, take a 10 minute break. The ratio of 25/5 also works!)
- Use a metronome for part of the time
- Work on technique (articulations, accents, etc.)
- "I will start with ___ minutes and increase to ___."
- Practice sight-reading
- Use a practice record chart. (Mr. Jensen will provide some in the Instrumental Music Room as well as direct students to some technology resources that can fill this role.)

**Tear off and return THIS PAGE only and return to _____(teacher).**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____(print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____