Dear Odessa-Montour Music Student,

Welcome back to Sr. High Band and Chorus! I am excited to be working with you this year, and am looking forward to getting to know each of you! This academic year is promising to be full of several wonderful opportunities and experiences for everyone. There will hopefully be a few new performance opportunities offered this year, as well as the same concerts and ensembles as last year. I would like to encourage all of you to give thought to participating in an extracurricular group this year and experimenting with new avenues of musical expression.

It has come to my attention that there are some deadlines sneaking up on us quickly. Please note in your calendar that the Area-All State Festivals are in just a couple of months, and the deadlines for applications are in a few short weeks. Those of you who would like to be considered for these honors groups must let me know ASAP so I can write your recommendation letters. Area-All State is a very rewarding and enriching experience, and I would hate for anyone to miss this opportunity because of a missed deadline.

Please be sure to carefully read the entire handbook and to have your parents or guardians do the same. The signed confirmation and information sheet is due **Monday, September 8th**, and will count as a quiz grade! Should you have any questions, problems, or concerns, now or at any other time, come and talk to me—my door is always open. And for those occasions when you can’t fine me, my e-mail address is [jkraemer@gstboces.org](mailto:jkraemer@gstboces.org) and my cell phone number is 607-346-5424. All I ask is that you respect this information.

Sincerely,



Jennifer Kraemer

**Philosophy of the Odessa-Montour Senior High School**

**Band and Chorus Programs**

Music is an integral part of our everyday lives. It expresses emotion, thought, feeling, and ideas in a unique manner, affording an incomparable experience to both the listener and the musician. It is through this desire to express oneself and understand others though a universal language that one comes to appreciate and enjoy the music making and listening experience. This is the reason that one would become a member of the Odessa-Montour High School Music Program.

In the Odessa-Montour High School Band and Chorus, all students and faculty work together as a team to create and express. It is through this cooperation and team work that we produce whole works of musical art and reach the pinnacle of our individual and group potential as musicians. Through the process of creating, learning, exploring, and performing we grow as individuals, and through our knowledge of music history, theory, and performance practices we become more well rounded and broad people, building a wider world in which to walk.

**The Ensembles**

**Band**

Concert Band: The Concert Band is the main credit-bearing ensemble of the band program. It meets every day during 3rd period. Concert Band members will be exposed to a variety of both standard and new wind band literature of a medium-easy to medium level. The Concert Band has four major performances each year, and students may choose to participate in additional performance opportunities and travel. 1 yearly high school music credit is granted for participation in this ensemble.

Pep Band: We will hopefully form a Pep Band this year, as an optional, extracurricular ensemble. It will meet outside the school day, and perform at some home basketball games, football games, or other sporting events. Members can expect to perform short, popular tunes while cheering on their school at these sporting events.

**Chorus**

Concert Chorus: The Concert Chorus is the main credit-bearing ensemble of the choral program. It meets every day during 4th period. Concert Chorus members will be exposed to a variety of new and standard choral literature of a medium easy-medium-difficult level. The chorus has four major performances each year, and students may choose to participate in additional performance opportunities and travel. 1 yearly high school music credit is granted for participation in this ensemble.

Women’s Chorus: The Women’s Chorus is a voluntary, extracurricular vocal ensemble that will meet briefly outside the school day each week. Members can expect to perform SA, SSA, and women’s 4-part literature based on the size and make-up of the ensemble. This group will begin meeting in late October, and more information will be available to interested choral students at that time.

**Policies, Rules, and Regulations**

**Placement and Seating**

1. Seating within your section in the **band** is determined by seating auditions. They will take place during your second lesson of the school year, and materials for the auditions will be assigned in your first lesson. Personnel lists in concert programs will be listed in seating order.

2. Seating arrangements are NOT permanent. Any player may challenge for a different seat in their section at any time. Challenges will be arranged individually, between the involved students and the teacher, and will use selections from the current band music.

3. **Choral** section assignments will be determined by voice tests in the first two weeks of school. Your section assignment will be based on your functional vocal range, musical knowledge, and student preference. Personnel lists in concert programs will be listed in alphabetical order.

4. Choral solos will be determined by auditions, held during the regular chorus period. Solos will be doubled, divided, or altered in other ways at the discretion of the director.

**Attendance/Behavior**

1. The customary Odessa-Montour Central School attendance policies apply to all credit bearing ensembles. Refer to your student handbook for further information.

2. Concerts, lessons, performances, and competitions are an extension of the classroom and your attendance is required at these events. Only excused absences (illness, family emergency/tragedy, medical emergency, etc…) will be accepted, and when possible notice of these absences should be given in advance. Any other absences will be counted as unexcused and your ensemble grade will be adjusted accordingly.

3. In the case of a conflict involving another school sanctioned activity, notice of the conflict and the involved instructor(s) MUST be given to Mrs. Kraemer at least 3 school days in advance so that the conflict can be resolved. Failure to do so will result in an unexcused absence and your ensemble grade will be adjusted accordingly.

4. Concerts and other performances require a lot of time and hard work from the performers involved. At concerts, I ask that you make every effort to stay after your performance is ended and support your peers in their performances. It means a lot to have a supportive and full audience at a concert!

**Classroom Rules**

Each class will discuss and agree upon a set of classroom rules during the first class meeting. These rules will include what you expect out of yourself, your peers, and your teacher in order to have a successful year. They will be periodically re-evaluated as necessary. Here is the only rule I absolutely require:

*RESPECT—yourself, other people, and the things around you.*

**Performance Standards**

Each student will have an individual achievement standard tailored to them and their needs/abilities. These personal achievement standards will be based on the following general standards:

|  |  |  |
| --- | --- | --- |
| **Level** | **BAND students will…** | **CHORUS students will…** |
| **1** | -play all major scales, one octave, up to three flats and sharps  -form a correct embouchure and produce an appropriate tone.  -demonstrate and discuss healthy practice techniques.  -final performance exam will include a NYSSMA level I or equivalent solo. | -identify and describe the parts of the treble and bass clef grand staff.  -identify and perform rhythms of NYSSMA level I sight reading difficulty.  -demonstrate proper posture and explain its importance to vocal performance.  -create an appropriate beginning vocal tone, in a register remaining above or below their vocal break (depending on individual part assignment). |
| **2** | -play all major scales, one octave, up to five flats and sharps.  -consistently use a correct embouchure and produce a solid and appropriate tone.  -perform NYSSMA level I sight reading.  -final performance exam will include a NYSSMA level I or II or equivalent solo. | -identify, describe, and perform on-staff notes in the treble or bass clef (depending on voice part).  -identify and perform rhythms on a NYSSMA level I or II sight reading difficulty.  -demonstrate proper posture and breathing and explain its importance to vocal performance.  -demonstrate both chest and head voices. |
| **3** | -play all major scales, one octave, and will be familiar with the circle of fifths.  -identify and perform expressive markings through NYSSMA level III.  -perform NYSSMA level II sight reading.  -final performance exam will include a NYSSMA level II or III or equivalent solo. | -identify and describe all notes within the range of your voice part, regardless of position on staff.  -identify key signatures up to three flats and sharps and find ‘do.’  -sight sing notes and rhythms NYSSMA level I or II  -describe and demonstrate proper breath control.  -sing across the vocal break with minimal difficulty. |
| **4** | -play all major and one form of minor scales, in one octave.  -construct the circle of fifths.  -explain and demonstrate instrument-specific alternate fingerings, positions, or sticking and when they should be used.  -play in tune through common-use register, minus ‘problem pitches’ common to the instrument.  -perform NYSSMA level III sight reading.  final performance exam will include a NYSSMA level III solo or equivalent. | -identify all key signatures and find the major scale.  -sight sing notes and rhythms NYSSMA level II or III.  -describe proper diction techniques when singing in English.  -demonstrate proper phrasing and breath control.  -explain and demonstrate expressive markings through NYSSMA level III.  -sing across the vocal break, in comfortable range, with no difficulty switching between head and chest voices.  -begin to develop vibrato. |
| **5** | -play all major and two forms of minor scales, in two octaves.  -construct the circle of fifths, including relative minor relationships.  -identify and perform expressive markings through NYSSMA level IV.  -final performance exam will include a NYSSMA level III or IV solo or equivalent. | -identify all major and relative minor key signatures and identify ‘do’ for each.  -sight sing notes, rhythms, and expressive markings NYSSMA level III or IV.  -demonstrate proper diction techniques in English.  -perform solos in an expanding range, with roughly accurate intonation. |
| **6** | -play all major and three forms of minor scales in two octaves.  -construct the circle of fifths, including relative and parallel minor relationships.  -play in tune through all of common-use register, and demonstrate appropriate adjustments for ‘problem pitches’ common to the instrument.  -perform NYSSMA level IV sight reading.  -final performance exam will include a NYSSMA level III or IV solo or equivalent. | -identify all major and relative minor key signatures and find the major or minor scale.  -sight sing notes, rhythms, and expressive markings NYSSMA level IV.  -describe proper diction techniques and vowel and consonant sounds in a Romance language (Latin, Italian, Spanish, French).  -perform solos in an expanding range with correct intonation throughout register extremes. |
| **7** | -play all major and minor scales in all appropriate octaves.  -explain and demonstrate instrument specific alternate fingerings, positions, or sticking through extended registers and techniques.  -play in tune through common register and register extremes.  -play with appropriate tone and technique in the extended range of the instrument.  -explain and demonstrate expressive markings through NYSSMA level V.  -perform NYSSMA level V sight reading.  -final performance exam will include a NYSSMA level IV, V, or VI solo or equivalent. | -identify and perform all major and minor scales on sight.  -sight sing notes, rhythms, and expressive markings NYSSMA level V or VI.  -demonstrate proper pronunciation and diction in at least two languages beyond English.  -perform solos with expressive character of NYSSMA level V or VI.  -demonstrate expressive breathing and phrasing.  -use vibrato to good musical effect. |

**Music Field Trips/Traveling**

1. All campus regulations regarding behavior and tobacco/drug/alcohol use apply on field trips. Please see your student handbook for further information.

2. In order to stay on schedule for field trips or competition travel, departure times are final. If a student arrives late and misses the transportation it will be considered an unexcused absence.

3. The music faculty and designated chaperones are in charge and should be obeyed at all times.

4. Permission slips for trips are required and must be handed in by their due date in order for the student to attend the trip.

5. Additional information regarding trips will be handed out at an appropriate and suitable time with complete information.

**Additional Performance Opportunities**

1. All NYSSMA Solo and Ensemble Festivals, All-County auditions, Area-All State recommendations, All-State auditions, and any additional auditions or festivals which may be added to the calendar are open to all students who meet the qualifications of each individual performance opportunity.

2. A recital night, cabaret night, or talent show may be held to showcase the achievements of the students. Should this event take place, students may volunteer in advance to perform an approved piece of music. Permission of the instructor is required to participate, and in the event of too many students showing interest in performing, preference will be given to those with seniority.

**Band Grading Policy**

**MARKING PERIOD GRADES…**

**Concert/Festival/Competition Performance—30%**

Each concert, festival, and competition performance will be graded based on individual preparation and performance. Self-evaluations will be required from each student after each performance and will affect this performance grade.

**Rehearsal Contribution and Participation—30%**

Every rehearsal, students will receive a grade out of ten points, based on the following scale:

**5 points**-participation and contribution in the rehearsal

**2 points-** have your instrument

**2 points**-have your music and folder

**1 point**-have a (sharpened) PENCIL

**Lesson Performance—20%**

Each student is required to attend scheduled lessons per the rotating lesson schedule. Materials will be assigned each week and regular practice will be expected of each student. Grading will be based on progress within each student’s individual performance standard (see Policies, Rules, and Regulations), and their completion of a weekly Practice Journal (provided by the teacher in first lesson).

**Student Portfolio Progress—20%**

Each student will assemble a portfolio reflecting their growth as musicians throughout the school year. Artifacts in the portfolio will be selected from assignments reflecting the National Association for Music Education (NAfME) Music Learning Standards, and this portion of the marking period grades will be based on these individual performance and written assignments.

**FINAL EXAM…**

**Playing Exam—50%**

There will be a final playing exam given at the end of the academic year. This exam will be based on each student’s individual achievement standards and will take place during the final regularly scheduled lesson of the year.

**Student Portfolio—50%**

Students will turn in a final portfolio reflecting their musical growth throughout the school year. This portfolio will be based around the NAfME Music Learning Standards, and will include the best examples of their work in the following areas: Performance, Technique and Vocabulary, and Music in History and Culture.

**Chorus Grading Policy**

**MARKING PERIOD GRADES…**

**Concert/Festival/Competition Performance—35%**

Each concert, festival, and competition performance will be graded based on individual preparation and performance. Self-evaluations will be required from each student after each performance and will affect this performance grade.

**Rehearsal Contribution and Participation—35%**

Every rehearsal, students will receive a grade out of ten points, based on the following scale:

**5 points**-participation and contribution in the rehearsal

**2 points**-sight singing participation

**2 points**-have your music and folder

**1 point**-have a (sharpened) PENCIL

**Sight Singing—10%**

Each student will work on sight singing in a group and individually throughout each marking period.

**Student Portfolio Progress—20%**

Each student will assemble a portfolio reflecting their growth as musicians throughout the school year. Artifacts in the portfolio will be selected from assignments reflecting the National Association for Music Education (NAfME) Music Learning Standards, and this portion of the marking period grades will be based on these individual performance and written assignments.

**FINAL EXAM…**

**Singing Exam—50%**

There will be a final singing exam given at the end of the academic year. This exam will be based on each student’s individual achievement standards and ensemble music and will take place during the final two weeks of class for the year.

**Student Portfolio—50%**

Students will turn in a final portfolio reflecting their musical growth throughout the school year. This portfolio will be based around the NAfME Music Learning Standards, and will include the best examples of their work in the following areas: Performance, Technique and Vocabulary, and Music in History and Culture.

**Calendar of Events**

(Please note that events will continue to be added to the calendar as the year progresses)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Time** | **Event** | **Required?** |
| **Sept 12** |  | Area-All State forms due | no |
| **Nov 7 & 8** |  | 7-9 Area-All State Festival | no |
| **Nov 15** | 7:00 pm | Veteran’s Day Concert | yes |
| **Nov 21 & 22** |  | 10-12 Area-All State Festival | no |
| **Dec 10** | 7:00 pm | Holiday Concert | yes |
| **March 12,13,14** |  | HS musical | no |
| **March 25** | 7:00 pm | MIOSM concert | yes |
| **May 27** | 7:00 pm | Spring Concert | yes |
| **June 6** | TBA | Montour Parade | band only |
| **June 9** | 6:00 pm | Great American Picnic | yes |

**Confirmation/Information Form**

**2014-2015 School Year**

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(student’s full name)

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(primary parent(s)/guardian(s))

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(preferred e-mail address)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(home phone)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(cell phone)

I prefer to be contacted about my student through…

(please check all that apply)

\_\_\_\_ e-mail communication

\_\_\_\_ home phone communication

\_\_\_\_ cell phone communication

Please also contact…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(relationship to student)

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(preferred e-mail and/or phone #)

**I have read and understand the 2014-2015 Odessa-Montour Senior High Music Student Handbook.**

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(student signature)

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(date)

**I have read and understand the 2014-2015 Odessa-Montour Senior High Music Student Handbook.**

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(parent/guardian signature)

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(date)