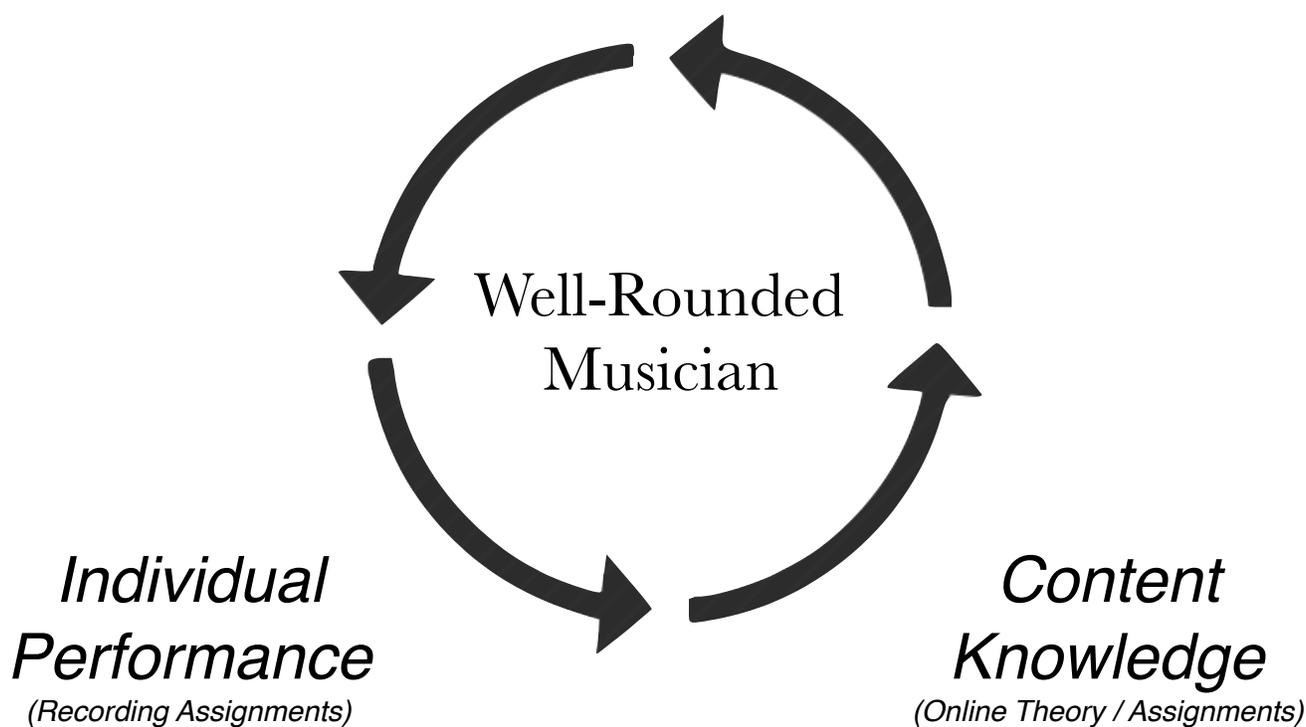


MVHS Music Department

Parent & Student Handbook

Participation & Musicianship Standards

(Events, Rehearsals, Individual Growth, Ensemble Skills)



Director: Jacob Scherr
Email: jscherr@mvsd320.org

Director: Omar Ordóñez
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Course Descriptions

String Ensemble: (Non-Auditioned)

Open to students who play violin, viola, cello, or string bass. The orchestra plays a variety of music ranging from classical to show tunes. This is the entry orchestra level at Mount Vernon High School.

Chamber Ensemble: (Auditioned)

This ensemble emphasizes the advanced mechanics of string instruments, note reading, rhythm, pitch discrimination, expression, and music literacy. In addition to technique, the chamber orchestra will focus on standard string orchestra repertoire along with the major works for full orchestra. This is a performance course for advanced string students by audition only. Students are expected to participate in the course for the entire school year.

Beginning Mariachi: (Non-Auditioned)

Mariachi gives students an opportunity to explore the rich musical traditions of Mexico. This ensemble is comprised of the following instruments: vocalists, violins, flutes, trumpets, guitarrones, vihuelas and guitars. Other instruments may also be incorporated in the group. All students will have many opportunities to perform through the school year. Performances may take place during the school day, after school, or weekends. No previous music experience is required.

MV Mariachi: (Auditioned)

An extension of Beginning Mariachi, MV Mariachi is MVHS's premiere performing mariachi group. Extended techniques for guitar, trumpet and voice are used to enhance performance. This group is distinguished from the non-audition group by the elegant traditional mariachi uniform.

Course Descriptions Continued

Jazz Band I (Auditioned) & **Jazz II:** (Non-Auditioned)

The Jazz Band is a smaller ensemble with a set instrumentation. Members are chosen by audition in the spring of the previous year. In some cases, students can gain membership by audition at the beginning of 1st or 2nd semester. The Jazz Band's repertoire represents a wide variety of jazz styles. Improvisation skills are encouraged in this class. The Jazz Band competes in at least one jazz contest each year, and performs at local functions as well as regular concert performances.

Percussion Ensemble: (Auditioned)

Percussion Ensemble is open to experienced percussionists. The ability to read music is a prerequisite. Students will perform a variety of styles on various instruments, including keyboard (mallet) percussion. Members of this ensemble will perform with the Marching Band, Pep Band, and Symphonic Band, and Wind Ensemble, in addition to playing percussion ensemble pieces at concerts. This is not a class for learning how to play drum set.

Concert Band: (Non-Auditioned)

Concert Band is an ensemble with emphasis on building technique and developing musical skills. Quality of sound, rhythmic precision, scale facility, and musicality will be studied. Throughout the year, the group performs various concerts featuring traditional band literature such as marches, overtures, suites, contest selections, novelty selections and other assorted concert music. No Audition Required

Symphonic Band: (Auditioned)

Symphonic Band students will be engaged in learning a variety of intermediate and advanced music literature. Students are responsible for practicing music at home, being prepared to perform the music to the best of their ability in class, and maintaining a properly working quality instrument. The Symphonic Band plays a variety of musical styles and performs several times throughout the year, including 3 home concerts, and the District Large Group Band Contest. Members will perform with Marching Band and Pep Band during the year.

Wind Ensemble: (Auditioned)

The Wind Ensemble is a large group of wind players with advanced abilities. Members are chosen by audition in the spring of the previous year. The Wind Ensemble plays a variety of musical styles and performs several times throughout the year, including 3 home concerts, and the District Large Group Band Contest. In some cases, students can gain membership by audition at the beginning of 1st or 2nd semester. Members will perform with Marching Band and Pep Band during the year.

Marching Band: (Non-Auditioned)

The Marching Band is made up of members of Symphonic Band, Wind Ensemble, and Percussion Ensemble. Marching band is open to 9th grades through audition and application. While all band students perform at football games only the marching band does field shows and the Leavenworth parade. This group performs at all home varsity football games, the homecoming parade, Christmas Parade, and spring parades. Weekly evening field show rehearsals will be scheduled during the football season.

Pep Band: Class: (Non-Auditioned)

The Pep Band is comprised of all the members of the band and Percussion Ensemble. This group performs fun music at most pep assemblies and selected boys and girls home basketball games during the winter. The Pep Band may travel to other schools or facilities for playoff games, if necessary.

Mount Vernon High School Instrumental Ensembles

String Orchestra

(Non-Auditioned Ensemble)
*Freshman string players should sign up for this class



Chamber Orchestra

(Auditioned Ensemble)
*requires director approval

Beginning Mariachi

Violin, Trumpet, Guitar, Guiatarone, Vihuela and Vocal performers are all welcome!



MV Mariachi

(Auditioned Ensemble)
*requires director approval

Jazz II

(Non-Auditioned Ensemble)
*Freshman jazz players should sign up for this class.



Jazz I

(Auditioned Ensemble)
*requires director approval

Concert Band

(Non-Auditioned Ensemble)
*Freshman woodwind, brass and percussion players should sign up for this class unless they have passed an audition with a high school director



Symphonic Band

(Auditioned Ensemble)
(Marching Band/ Pep Band Required)
*requires director approval



Wind Ensemble

(Auditioned Ensemble)
(Marching Band/ Pep Band Required)
*requires director approval



Percussion Ensemble

(Auditioned Ensemble)
*requires director approval

Other Music Courses Open to Any Student at MVHS

(For all of the classes in this box - No previous music experience is required)

**Music Theory or
AP Music Theory**

**World Music
Ensemble**

Beginning Mariachi

Violin, Trumpet, Guitar, Guiatarone,
Vihuela and Vocal performers are all
welcome!

Communication

Weekly Emails via Charms:

The Mount Vernon High School band and orchestra program is using Charms, an all-in-one secure information system that has been proven to be an effective tool for many school music programs. This system allows band/orchestra families to keep their contact information up-to-date and it helps the MVHS directors customize e-mails to the groups in which your child participates.

Please visit www.charmsoffice.com to update your contact information.

Here's what you need to do to use the system:

- Enter your school code: MtVernonHSB
- Enter your child's MVSD Student ID number.
- The system's home page will display.

Please check student information. Using the top navigation bar OR the orange icon below, click "Personal Information." Check information in the system and make updates. Click the green Update button on the upper right-hand corner to retain changes. If any data changes throughout the school year, please enter here.

Please review the current band calendar. On the home page, click the red "Calendar" icon and view the upcoming activities. (To print, right click your mouse and select "print." You also can sync with your personal electronic calendar.) To view a list of events, on the home page, click the turquoise "Event list" icon. A new window will open and show all events for the school year. (To print, at the top of the page, click the "Print" button. Events can be imported to many electronic calendars) This information will be updated regularly!

Websites:

Please visit our school instrumental department webpages. These contain important information and documents (including audition information) that students can download. Please check these web pages at the beginning of each academic year to make sure your calendar is linked to the updated music schedule.

All Bands, Jazz Bands, Percussion Ensemble & Mariachi: www.mybands.org

All Orchestra and Symphony Orchestra: www.mtvernonorchestra.org

Facebook:

The MVHS Instrumental department has three Facebook groups used for communication. An, orchestra, jazz and band pages. *Please note that directors are permitted to removed anyone from these pages that participates in cyber bulling or harassment or disparaging comments.

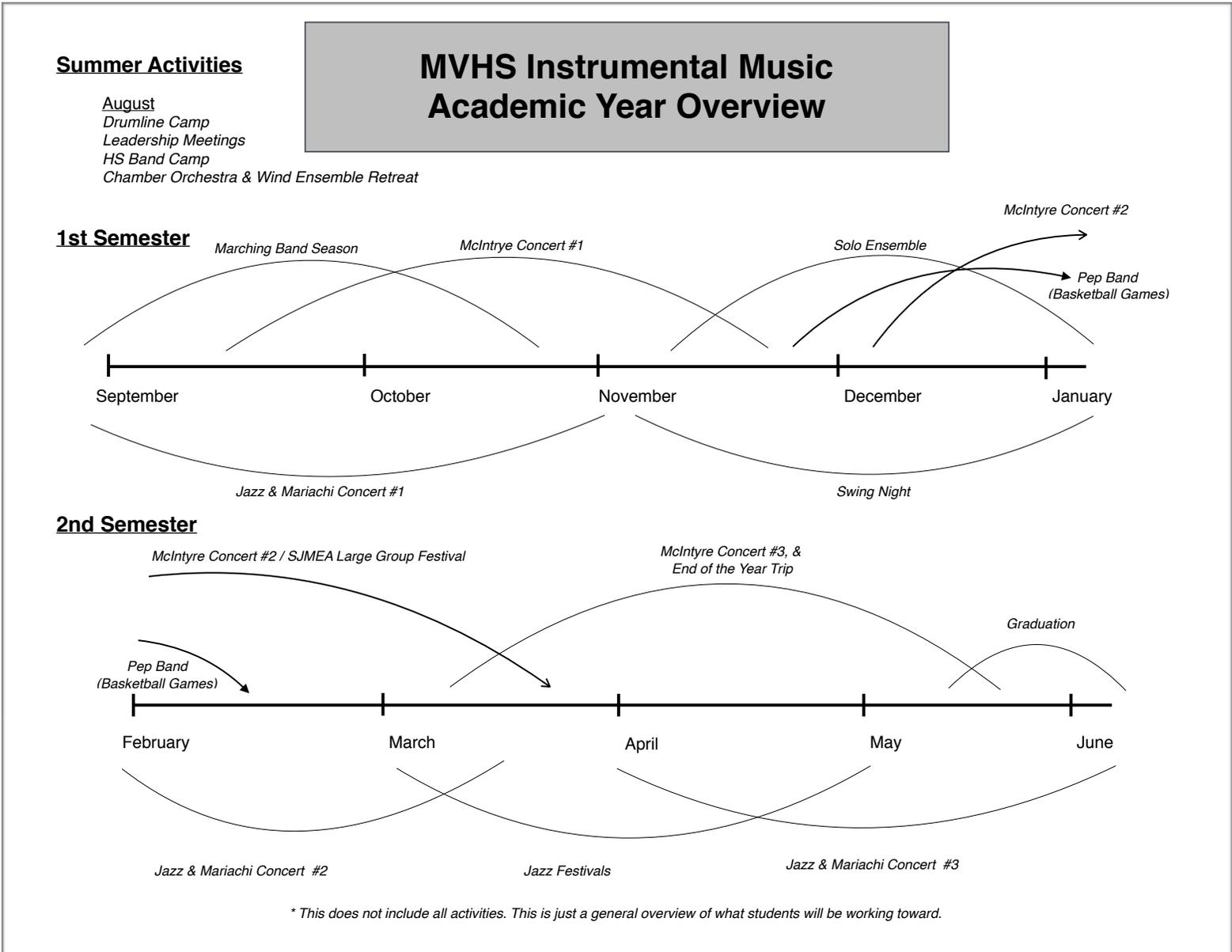
Band, Orchestra and Mariachi Booster Group:

Getting involved in the Orchestra/Band program will give you the opportunity to share with your child the last four years of their education. These years fly by! Your child might say they would rather not have you around, but most parents actually learn that their kids appreciate their involvement. The Orchestra/Band parents are needed to support the director and help with the details of fundraising, transporting, feeding, and running an organization of this size. The orchestra and band needs parents to be able to function; it is for this reason that we urge you to get involved. Join one of the many committees. We need your help! Grandparents, siblings, or any member of your family can get involved and make a difference. The Booster Group is a great way to meet the parents and the kids your student will be spending much of their time with.

Participation & Attendance

It is imperative that all students attend all rehearsals and performances. When students are missing, they are not learning. Additionally, they are missing out on valuable information and performance experience. Worst of all, when parts are not being played and positions are not being filled, everyone from the students to the players to the community notices and it makes the program look less than its best. These performances and rehearsals are not an “extra”; they are an integral part of a complete musical experience and education.

When students cannot make a rehearsal or performance, they must fill out a pre-arranged absence form. Often transportation is the biggest issue and if there is enough prior notice, then we can find a solution so that no student misses a rehearsal or performance. If no prior notice is given the instructor will have to assume that the student is skipping the event and that absence will be considered unexcused. Even if you are sick, please have your parent/guardian to call or e-mail your band director.



Date Received: _____

MVHS Music Department Pre-Arranged Absence Form

Attendance at all rehearsals, sectionals, performances, and activities is required.

Absences from period 18 should be cleared through the school attendance office.

Please use this form for events outside of the school day only.

First Name: _____ Last Name: _____ Grade: _____

Primary Ensemble: _____ Instrument: _____

Rehearsal or Concert Requesting to Miss: _____

Event Date: _____ Time: _____ to _____

Reason for Pre-Arranged Absence Request: _____

MVHS Music Department Absence Policy:

- A) If you are requesting for an excused absence from a **rehearsal** for any reason, including school related activities (sports, field trips, college visit, etc), it must be pre-approved. Complete this form, sign it and make sure your parents sign this. This form must be handed to your director a min of **two weeks** before the rehearsal.
- B) If you are requesting an absence from a **performance** of any kind for any reason including school activities it must be pre-approved to receive an alternate assignment. Turn in this form at a minimum of **one month** before the performance. In case of a medical emergency turn this completed form when you return to school.
- C) If you become ill please make all efforts to notify the director. You may leave a message at (360) 428-6109 ext. 4109 or email jscherr@mvsd320.org or oordonez@mvsd320.org at anytime.

“I understand the attendance policy for the ensemble I am participating in and that I may performance in festival, concerts or contests is determined by the director if I miss rehearsals.

I also understand that an alternate assignment may be assigned due to my absence and an unexcused absence cannot be made up.”

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Phone Number: _____ Parent Email: _____

***Approval of a requested absence is not guaranteed and is up to the directors’ discretion. A decision will based upon criteria including, but not limited to: upcoming events, plans for the rehearsal, students past attendance record, etc. It is unlikely that an absence will be excused for competitions, concerts or rehearsals leading up to a major event.*

Staff Use Only:		
Absence Approved:	Yes No	Directors Signature: _____

Performance and Concert Information

Concert Venues

McIntyre Hall - 2501 E College Way, Mt Vernon, WA 98273

(String Orchestra, Chamber Orchestra, Symphony Orchestra, Percussion Ensemble, Concert Band, Symphonic Band, Wind Ensemble)

Lincoln Theatre - 712 S 1st St, Mt Vernon, WA 98273

(Jazz / Mariachi Concerts)

Pay as you wish information

For all of our McIntyre & Lincoln Concerts, there is not a set ticket price. We hope this new payment system will allow more parents and students to attend our concerts. However, we still need to pay for using these fantastic performing venues. We hope you will contribute to this expense by donating to each concert at the door, helping to give all of our music students the best possible performing experience.

*Please note that attendance throughout the entire concert is required for students. If students leave the concert early they will lose partial credit for the event.

Instrumental Department Dress Code

Men: Black Dress Shirt, Black Jacket (Optional), Black Tie (Optional)

Black Pant (No Black Jeans), Black Socks & Black Dress Shoes

Women: Black Top, Black Pants (leggings are not pants), black skirt or dress, Black Shoes

black dress pants (No Black Jeans)

(Skirts must fall below the knee and be worn with black tights or leggings).

Marching Band/Pep Band Grading

The Marching Band and Pep Band at Mount Vernon High School are made up of all the members of the Wind Ensemble, and the Concert Band. These two ensembles perform several times per year and students are expected to attend every scheduled performance and evening rehearsal.

**Summer Marching Band Camp: Only students who attend a minimum of 4 days of marching band camp will be allowed to participate in the Annual Leavenworth Autumn Leaf Festival Parade.*

Marching Band (Football Season/ 1st semesters Gradebook)

Approximately 12 dates

Including evening rehearsals

Pep Band (Basketball Season/ 2nd semesters grading book)

Approximately 10 dates + playoffs (if applicable)

Chamber Music

Throughout the year all students will participate in chamber music. Chamber music played by a small ensemble, with one player to a part. There will be a variety of performance opportunities depending on which ensemble you are in.

MVHS Rubric for Musicianship Expectations

Evaluation Date #1 _____
 Evaluation Date #2 _____

Name _____ Instrument _____ Grade _____ Ensemble _____

Students: Please read carefully and circle the category that best fits your current level. Only the teacher assessment will ultimately count toward your grade, however, this can be a great starting place to discuss how you can make improvement in your class participation. You will be given the opportunity twice each semester for you and your instructor to reflect on your contribution and personal growth in music class. If you wish to change the level the instructor has given you, please set up a meeting and be prepared to provide evidence of your growth in the categories you wish to change.

Content Area		Opportunities for Improvement (5 Points)	Meeting Ensemble Expectations (8 points)	Exceeding Ensemble Expectations (10 points)
Technical Considerations	Instrument Care, Maintenance & Equipment	On occasion to frequently forgotten equipment in class. Instrument does not work to its best playing ability. Small upgrades would greatly contribute to individual performance	Never missing instrument or equipment. Has working reeds, rosin, sticks.	Constant attention to equipment with upgraded accessory: reeds, mouthpiece, ligature, bow. Performing on an intermediate or professional model level instrument.
	Posture, Breath Support & Bow Technique	Poor to inconsistent posture and breath support. Sometimes slouches in seat. Student uses incorrect bow placement/speed. Student does not make constant adjustments when asked.	Uses appropriate posture when playing in class. Back off chair, knees below waist level, and brings instrument to him/herself.	Demonstrates a clear understanding how posture effects tone production and air support. Body is relaxed and tension free. Performer always takes a big breath and moves wind through the instrument effectively. Performer constantly uses full bow.
	Embouchure & Hand Position	Embouchure or hand position is inhibiting student tone and range. Biting, pinching, with poor air support or bowing at incorrect angles.	Consistently demonstrates a relaxed tension free embouchure / hang position in a variety of dynamic, rangers and styles.	Student demonstrates a textbook embouchure, hand position at all ranges and positions. Is able to bend pitches and is flexible in ensemble playing in regards to pitch.
Relationship/Team Skills	Attitude & Behavior	Is often off task, distracting toward other students. Struggles to maintain focus throughout a rehearsal	Consistently demonstrates a positive attitude and works well with students and instructors.	Is helpful and goes beyond the status quo of expectations. Helpful to students around him/her and works toward maintaining a quality educational environment.
	Ensemble Role & Contribution	Student is constantly unaware of his or her role in the ensemble. Plays out of turn and out of balance with his/her section.	Accurately demonstrates knowledge of his/her role within and ensemble. Does not play out of turn and works to blend with the ensemble and section.	Performs with sensitivity and clarity of expression. Phrases are clearly labeled and developed. Plays in an intentional way in all of her/her performing.
	Collaboration & Teamwork	Has difficulty working with other students. Is often off task and distracts from group goals and progress.	Works well in groups and takes an active role in setting goals for improvement.	Consistently strives to bring out the best in EVERYONE and is a force for positive growth in themselves and other students around them
	Leadership & Determination	Rarely is seen helping out the ensemble. Is constantly needing to be reminded of the expectations of musicianship	Positive student who lead by example. Exhibits their own qualities of leadership to improve the program.	Is supportive of all students. Helps build positive relationship with everyone in and outside of the music department. Works through frustrations in a positive way and embraces challenges as opportunities for growth.
Opportunity Ready	Organization & Daily Readiness	Often missing or forgetting music, assignments. Is rarely ready to begin class ontime.	Always has his/her music and instrument ready to go at the beginning of class. Never losses materials. Turns in assignment and forms on time	Comes early to class to set up. Stays after to clean up and make sure all materials are stored correctly. Helps the directors organize for activities and events.
	Practice & Preparation	Seldom practices. Rarely takes his/her instrument home and is not prepared for music in class. Does not take notes of music to prepare.	Student is prepared for rehearsals and assignments. Remembers previous rehearsals and consistently takes notes on his/her music. Student often takes his/her instrument home and practices.	Has an intrinsic motivation for preparation and goes beyond his/her ensembles expectation of practice. Often listens to music outside of class and seeks guidance from professionals to improve his or her playing.
	Growth Mindset	Has taken little to no initiative to improve on instrument and classroom behavior.	Is prepared for the musical tasks of each class period and asked questions when they need clarification.	Is constantly working toward improvement and always striving to push his/herself to a higher level of performance.

Student Assessment: _____ + _____ + _____ = ____/100

Teacher Assessment: _____ + _____ + _____ = ____/100

MVHS Percussion Student Expectations

Versatility - Dynamism - Initiative

Non-Musical Considerations

- Achievement in Academics
- Organization Skills
- Physical Coordination
- Leadership

Musical Considerations

- Rhythmic Ability: rhythmic accuracy, time keeping, syncopation, sight reading, triplets vs. 8th and 16th
- Snare drum technique: dynamic control, speed, fluidity
- Snare drum rolls at pp, mf and ff dynamics
- Timpani tuning: Matching pitch, recognizing intervals
- Timpani tone quality, using a full legato sound or staccato for articulation
- Sight reading skills and ability on keyboard percussion: scales, arpeggios, etudes

Physical Set-up Considerations

- Your set-up should allow for players in the section to perform the entire program with a minimum of changes between pieces
- The placement of instruments, trap tables, and stick trays should allow players to move from instrument to instrument or from part to part without making any unnecessary sounds
- Do not place any instrument or stick trays behind players
- Place timpani near low brass
- Bass drum and cymbals should be set up next to each other with the cymbal player to the right of the bass drum

Music Preparation

- 1) Listen to professional recordings: www.jwpepper.com , www.youtube.com, iTunes...
(Avoid listening to other high school bands, only listen to professional recordings)
- 2) Equipment: Make sure you have access to the all proper equipment you need.
- 3) Develop a Sound Concept:
What instruments is your sound fitting into? Are you performing in a solo or accompanist role?
- 4) Develop a Technique: What type of mallets, size and quality of sound, what techniques should I be able to demonstrate.
 - Vic Firth Concert Percussion 101: <http://vicfirth.com/percussion-101/>
 - Youtube: Amy Field Band Percussion Videos Always practice with a metronome
- 5) Begin slow practice:
Always practice with a metronome "You become the ensembles metronome"

Content Knowledge

(Online Theory / Written Assignments)

Class Assignments

Just as important as performing well on our instruments is understanding the why behind the music. The content knowledge component of grading involved theory, worksheets or other take home assignments where students will be asked to complete throughout the year.

Snare Drummers & Mallet Players Tool Box

Percussion student will receive a copy of the Snare Drummers & Mallet Players toolbox. These books are designed to focus on fundamental skills for every level of players. Students will have video assignments that correspond to the book.

Breezing Through Theory <http://breezinthrutheory.com>

Freshman Year:

- Chapter 1 - The Staff
- Chapter 2 - Rhythm Basics
- Chapter 3 - Rhythm Intermediate
- Chapter 4 - The Piano Keyboard
- Chapter 5 - Rhythm Intermediate Advanced
- Chapter 6 - The Major Scale
- Chapter 7 - Major Key Signatures
- Chapter 8 - More Major Scales

Sophomore Year

- Chapter 9 - Intervals
- Chapter 10 - Minor Keys
- Chapter 11 - Minor Scales
- Chapter 12 - Blues Scales
- Chapter 13 - Rhythm Advanced
- Chapter 14 - Advanced Intervals
- Chapter 15 - Triads in a Major Scale: Root Position
- Chapter 16 - Triads in a Major Scale: Inversions
- Chapter 17 - Triads in a Minor Scale: Root Position
- Chapter 18 - Triads in a Minor Scales: Inversions

Junior/Senior Year:

- Chapter 19 - V7 Chords and Inversions
- Chapter 20 - Transposition
- Chapter 21 - Cadences
- Chapter 22 - Modes
- Chapter 23 - Four Note Chords
- Chapter 24 - Score Types
- Chapter 25 - Blues Harmony & Form
- Chapter 26 - Terms
- Chapter 27 - Solfege

Individual Performance

(Recording Assignments)

Points and Ensemble Levels:

- Each recording assignment is worth 10 points. Students will be graded based on the “Recording Assessment Rubric.” A perfect score is based on the students years of experience and which ensemble they are placed in. For example: to achieve a 4 in vertical skills is much more difficult in either chamber orchestra or wind ensemble because a higher quality of sound and performance expected.

Late or Re-Doing Assignments:

Any assignment can be re-recorded or resubmitted at any point before the first performance of the music if it is turned in on time. If the assignment is turned in late then the student must accept the first grade given.

Recording at School vs. Recording at Home:

Students can recording at home as many times as they would like. All students will be given an allotted amount of time (depending on the assignment) during class. Students may also request to use a chrome book after school for as long as an instructor is available.

If Recording Through Charms Recording Studio: www.charmsoffice.com

Step 1: Enter your school code: MtVernonHSB

Step 2: Enter your child's MVSD Student ID number. The system's home page will display.

Step 3: Click on Recordings Studio

Step 4: Click "Select Assignment or Accompaniment"

(Points will be deducted for putting the assignment in the wrong place)

Step 5: Click on the Red Circle to record. Once you have finished recording hit the now red square to stop.

You may hit the red circle again to create another take. This will not delete your previous recording.

Step 6: Select which “take” you would like to submit and then click save. Be sure it is upload in the “Uploaded Recording” section below.

*Almost all assignments will require a metronome be playing the back ground. An online metronome is available when you hold your cursor over the "Student Recording Studio" or by visiting <http://www.metronomeonline.com/>

If Recording through flip grid: www.flipgrid.com

Step 1: Check your school email for a link to the recording

Step 2: If there is an instruction video please view that before recording

Step 3: Click the large green “moderate” button to begin your recording

Step 4: Record your video! (You will not be able to save tracks) however you can upload a video if you like.
(MP4, MOV and WEBM video formats. Maximum file size is 250MB.)

Step 5: If you are satisfied with your recording click the green arrow button to continue. If you would like to try again click the trash button and begin another recording.

Step 6: Following the remains steps to complete your upload. Make sure you include our email so you can receive feedback.

Helpful Tips:

- Listen back to your recording before submitting it (this will greatly improve your playing).
- Make sure your computer mic level is not to high.
- This will prevent the recording from getting a scratchy sound.
- Unless it totally falls apart don't stop!

Recording Assessment Rubric: 10 Points Per Assignment

Name _____ Instrument _____ Grade _____ Ensemble _____

Assignment _____ Measures _____ Due Date _____

Vertical Skills Note Accuracy, Tone, Pitch/ Intonation, Key Signature		Horizontal Skills Road Maps, Duration, Pulse, Meter		Preeminent Skills Articulation, Phrasing, Expression, Dynamics	
0	0 Points - No evidence demonstrated	0	0 Points - No evidence demonstrated	0	0 Points - No Evidence demonstrated
1	Characteristic tone production / technique is not apparent . Pitch awareness is overlooked. Note accuracy and intonation are not understood or employed.	1	Application of tempo, meter, and all related terminology of the music being studied are inconsistent and often ignored . The student shows difficulty executing rhythms. More advanced concepts: pulse, flow and duration are clearly not mastered.	1	1 Point The student shows some knowledge of music "intangibles" (expression) and employs those techniques for musical precision and interpretation. The student is able to function in the process of continuous refinement and musical growth. The student displays adequate evidence of making musical judgments including interpretation based on historical significance and composer intent.
2	Tone/Technique production is in beginning stages of development. The student makes attempts to adjust intonation relative to the ensemble although not consistently. Style, balance, and texture are concepts not mastered with sufficient skill and understanding.	2	Application of tempo, meter, and all related terminology of the music being studied are evident although not always accurate . Rhythms of both basic and complex structure show partial mastery. More advanced concepts are still incomplete but there is evidence of partial understanding.	2	2 Points The student has mastered knowledge and skills related to music "intangibles" (expression) and consistently performs with artistic precision and interpretation. The player displays continuous effort and growth towards musical excellence. The student shows substantial evidence of making informed judgments and decisions based on interpreting knowledge of music, its historical significance, and its composer's intent. The student develops a relationship between music and daily life. The student displays substantial control of dynamics and is consistent in their use.
3	Tone/Technique production nears a true characteristic sound and is demonstrated for the majority of the time . Intonation is above average and the student constantly monitors his/her pitch.	3	Application of tempo, meter, and all related terminology of the music being studied are interpreted and mastered with adequate accuracy and consistency . Rhythms of both basic and complex structure are mastered.	3	
4	Tone/Technique production is consistently of the highest quality over the player's entire range. Intonation is always accurate and relative to the ensemble. The student adjusts intonation for ensemble changes, instrument irregularities, and harmonic placements. Players in advanced ensembles are required to use vibrato if applicable to their instrument.	4	Tempo, meter, and all related terminology of the music being studied are interpreted and mastered with substantial accuracy and consistency . Rhythmic figures and musical flow are interpreted and mastered with substantial accuracy for each musical work studied.	4	
Score: _____		+	_____	+	_____

Total: _____ /10

Instrumental Handbook Confirmation Contract

Please sign this page and return to Mr. Scherr or Mr. Ordóñez by the end of the second week of school.

Please visit www.mvbands.org or www.mtvernonorchestra.org before completing this form.

The Handbook can be found under the site's High School Tab in Documents and Fee's

- A paper copy can be provided upon request -

- I have reviewed the ONLINE student handbook, performance information (all dates are available on the band or orchestra website and can be linked to your phone calendar), and absence procedures. I understand that I am responsible for being familiar with all policies covered in the handbook, and that I will be expected to follow all of these guidelines.

- I understand that missing rehearsals or a major performance without the proper prearranged documents will result in my grade being lowered.

- As a parent, I have read and agree to help my student comply with all of the policies of the Handbook.

- I understand that I am responsible for paying the ensemble fees as outlined on the website.

- I understand that (if I do not already have one) I must purchase a current Pep Band T-shirt (\$8.00) and Band Jacket (\$32.00 for students participating in Football Pep Band) or Orchestra T-Shirt for (\$8.00). (Optional for Orchestra Students) - visit www.mvbands.org or www.mtvernonorchestra.org

- I am aware of the music dress code guidelines (Page 6 of the Instrumental Department Handbook) and understand that I may be asked to not participated in a performance if I am not wearing the appropriate attire.

Student – Print Name

Ensemble

Home Phone Number

Student – Signature

Date

Student Email

Parent – Signature

Date

Parent Email

Music Department Picture Consent

I (parent name) _____, hereby grant permission to the MVHS Music Department to copy, reproduce, exhibit, publish, or distribute my sons/daughters image to be uses for promotional and presentation purposes on but not limited to videos, photographs, websites, and other multimedia programs.

Parent – Signature

Date

MOUNT VERNON HIGH SCHOOL

Graduation Requirements with Music Classes

EVERYONE CAN DO MUSIC and meet all of their graduation requirements with lots of room for other electives.

It just takes some careful planning!

Credits - Subject

4.0 - English

0.5 - Health

3.0 - Math (Through algebra 2)

2.0 - P.E. (Music classes do not count as a P.E. Credit)

3.0 - Physical Science, Biology & Science Elective

3.5 - Social Studies

2.0 - FINE and PERFORMING ARTS

2.0 - World Language

1.0 - Career and Technical

0.5 - Digital Literacy

0.5 - Computer Science Elective (Freshman Year)

4.0 - Personal Pathway Requirement Electives

(ppr) are related courses that lead to a specific post high school career or education outcome. Student much choose a personalized pathway and take courses that support their choice. (Music can count as these classes)

4.00 - Elective Credits

30 - Total Credits (To Graduate)

(Students earn 8 credits per year for a total of 32 credits)

**See back side for a sample 4-year schedule
with music classes**

9th Grade (2 Open Electives)

1st Semester (1/2 Credit)	2nd Semester (1/2 Credit)
1. English 9A <i>(Required)</i>	1. English 9B <i>(Required)</i>
2. World Geography <i>(Required)</i>	2. World Cultures <i>(Required)</i>
3. Math <i>(Required)</i>	3. Math <i>Required</i>
4. Physical Science <i>(Required)</i>	4. Physical Science <i>(Required)</i>
5. Digital Literacy <i>(Required)</i>	5. Computer Elective <i>(Required)</i>
6. P.E. or Foreign Language	6. P.E. or Foreign Language
7. Elective (Band / Orchestra)	7. Elective (Band / Orchestra)
8. Elective (Jazz / Choir)	8. Elective (Jazz / Choir)

10th Grade (3 Open Electives)

1st Semester (1/2 Credit)	2nd Semester (1/2 Credit)
1. English 10A <i>(Required)</i>	1. English 10B <i>(Required)</i>
2. Health <i>(Required)</i>	2. World History <i>(Required)</i>
3. Math <i>(Required)</i>	3. Math <i>Required</i>
4. Biology <i>(Required)</i>	4. Biology <i>Required</i>
5. P.E. <i>(Recommended)</i>	5. P.E. <i>(Recommended)</i>
6. *Elective Foreign Language	6. *Elective Foreign Language
7. Elective (Band / Orchestra)	7. Elective (Band / Orchestra)
8. Elective (Jazz / Choir)	8. Elective (Jazz / Choir)

11th Grade (4 Open Electives)

1st Semester (1/2 Credit)	2nd Semester (1/2 Credit)
1. English 11A <i>(Required)</i>	1. English 11B <i>(Required)</i>
2. U.S. History <i>(Required)</i>	2. U.S/ History <i>(Required)</i>
3. Math <i>(Required)</i>	3. Math <i>Required</i>
4. Science <i>(Required)</i>	4. Science <i>(Required)</i>
5. PE/CTE/ or Elective	5. PE/CTE/ or Elective
6. *Elective Foreign Language	6. *Elective Foreign Language
7. Elective (Band / Orchestra)	7. Elective (Band / Orchestra)
8. Elective (Jazz / Choir)	8. Elective (Jazz / Choir)

12th Grade (6 Open Electives)

1st Semester (1/2 Credit)	2nd Semester (1/2 Credit)
1. English Elective <i>(Required)</i>	1. English Elective <i>(Required)</i>
2. Social Studies <i>(Required)</i>	2. Civics <i>(Required)</i>
3. Open Elective <i>Math (Recommended)</i>	3. Open Elective <i>Math (Recommended)</i>
4. Open Elective <i>Science(Recommended)</i>	4. Open Elective <i>Science(Recommended)</i>
5. Open Elective	5. Open Elective
6. *Elective or Foreign Language	6. *Elective or Foreign Language
7. Elective (Band / Orchestra)	7. Elective (Band / Orchestra)
8. Elective (Jazz / Choir)	8. Elective (Jazz / Choir)