

Elementary Orchestra Handbook

Community Unit School District 200

Dear Parent,

Thank you VERY MUCH for giving your child the wonderful opportunity of learning music at the elementary level! District 200 provides each child with a solid musical education which creates a great foundation for learning other subjects each and every day during school. As stated in previous pamphlets, there is an elementary instrumental music fee of \$80.00 in addition to the instrument rental. If a student qualifies for free or reduced lunch, this fee is reduced.

Please pay your \$80.00 fee through the **ParentVUE** link on your school website by **October 1st**.

Pay online using your credit card:

- On the left column click on the **Student Fees** tab
- Click on the **Pay Student Fees** link
- **Select your 5th grade student**
- Scroll down to the section **Yearbook / Drivers Ed /TCD**
- Use the drop down and choose **ORCHESTRA FEE**
- Select **ADD FEE**
- Click **UPDATE**
- Follow payment procedures

If you choose to pay by check or cash, please submit your payment to your school secretary by **October 4th**.

Thank You!

The District 200 Music Faculty

Community Unit School District 200 Administration
and School Service Center 130 West Park Avenue
Wheaton, Illinois 60189

*"Music is the Universal Language of Mankind."
-Henry Wadsworth Longfellow*

DESCRIPTION OF THE DISTRICT #200 5th GRADE ORCHESTRA. The orchestra program is designed to provide our students with the opportunity to further explore and pursue the imaginative and affective aspects of music and their contributions to our cultural heritage. Through the study of a musical instrument, students will be given another vehicle for their creativity and development of their full musical potential.

Essential Standards

Descriptions, Learning Targets & Vocabulary

<p><u>Essential Standard #1: Body Format (Basic Posture)</u></p> <ul style="list-style-type: none"> ● Students perform with a lengthened and balanced posture ● Support instrument without tension, ● Demonstrate ease of motion ● Format is adjusted for physiological changes to growth ● Control of weight distribution, unilateral movements (bowing motion), bilateral movement (bowing motion) in sitting and standing positions 	<p><u>Essential Standard #2: Left Hand Placement:</u></p> <ul style="list-style-type: none"> ● Students perform with the correct placement and angle of the left arm-wrist-hand-fingers to the instrument. ● Demonstrate position that is balanced and free of tension. ● Play with independence of fingers, ease of motion and control of finger weight; produce characteristic tone.
<p><u>Essential Standard #3: Right Hand Placement:</u> Students perform with:</p> <ul style="list-style-type: none"> ● fluent bowing motion, ● control of variables (weight, angle, speed, and placement), ● in a variety of bowing techniques and articulations, ● with characteristic tone. 	<p><u>Essential Standard #4: Tonal Aural Skills and Ear Training: matching and manipulation pitch:</u> Students demonstrate the following abilities:</p> <ul style="list-style-type: none"> ● matching and manipulation pitch, ● ear-to-hand skills, ● aural and kinesthetic awareness of pitch accuracy and intonation.
<p><u>Essential Standard #5: Rhythmic Aural Skills and Ear Training:</u> Students perform simple and complex rhythm patterns, with a steady pulse/beat.</p>	<p><u>Essential Standard #6: Pitch Recognition:</u> Students demonstrate knowledge of symbols and notation related to pitch.</p>
<p><u>Essential Standard #7: Rhythm Reading Skills:</u> Students demonstrate rhythm reading skills, (defined as an association of sound-to-symbol), and knowledge of symbols and notation related to pitch.</p>	<p><u>Essential Standard #8: Music Literacy:</u> Students demonstrate sequential music literacy skills (decoding and comprehension) and knowledge of symbols related to dynamics, articulation, tonality, clef, and bowings.</p>
<p><u>Essential Standard #9: Ensemble Skills:</u> Students perform in an ensemble, demonstrating sensitivity and the ability to adjust and maintain a uniform sense of rhythm, tempo, articulation, tone, blend, balance, and dynamics; understand conducting</p>	<p><u>Essential Standard #10: Expressive Elements</u> Students employ expressive elements of music to</p> <ul style="list-style-type: none"> ● communicate abstract thoughts, ideas, and meaning;

gestures, follow conductor and section leader, and are able to synchronize bowings.	<ul style="list-style-type: none"> ● to share the depth of the human experience; and ● for self-expression and understanding.
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<p><u>Essential Standard #11: Historical and Cultural Elements</u> Students listen to, and perform music from a wide range of genres in a culturally authentic manner, reflecting the diverse nature of people, groups, and cultures across the world and in the US; performances demonstrate an understanding of historical and cultural contexts and reflect stylistic traditions and practice.</p>	<p><u>Essential Standard #12: Evaluation of Music and Musical Performance</u> Students evaluate and analyze music for executive skill, musicianship, and artistic considerations; evaluate and analyze the individual and group performances based on appropriate criteria.</p>
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Overview of Program Each beginning orchestra member will be excused from regular classes once a week to receive a small group lesson. Lessons are 30 minutes in length. Lessons are rotated during the school day so that students do not miss the same class each week. Students are responsible for making up any missed classroom assignments. The orchestra teacher makes every effort to work with the classroom teacher in determining the best time for each student to be excused from class.

Each elementary orchestra member will also participate in a regularly scheduled large group rehearsal for the building that he or she attends. Scheduling of this rehearsal varies according to the needs of the building facility and the teacher's schedule.

Elementary instrumental students are only able to be pulled from class for a half hour each week during school instruction hours.

Private lessons are recommended, but not required. If you are interested, a list of recommended private instructors can be sent home with your child.

In middle and high school, orchestra meets as a regular class period. After investing one year in developing basic skills, we hope that the beginning orchestra student will continue throughout the District 200 Orchestra Program.

Parent & Student Expectations

Parents play a crucial role in helping their children succeed in the orchestra program. The following guidelines will help contribute to your child's success.

- Develop a practice routine and schedule (recommended 5x's a week)
 - Provide a quiet area for practice sessions. Beginners need not practice for extended periods of time; rather short, meaningful practice sessions are most beneficial.
- Encourage your child to practice and have them play for you. Praise does wonders for their self-confidence, especially "I love to hear you play!"
- Always be prepared: instrument, music, a pencil
- Keep the instrument clean and in good playing condition
- Encourage them when the going gets tough. Some things are easy to learn; others require repeated practice.
- Be responsible for making up any missed classroom assignments
- See that your child is present and on time for all rehearsals and concerts.
- Please feel free to email or call the director with any questions or concerns.

Evaluation

Student assessments are taken on a regular basis. Progress reports will be sent home mid-year, based on CUSD200 Essential Standards and Learning Targets. Please feel free to contact your child's orchestra teacher at any time concerning any questions. Email or Remind are the easiest ways to contact your teacher.

Concert Attire

- Black or dark blue pants or skirt
- Solid white dress shirt (gentlemen will wear a tie)
- Dark shoes

Performance Calendar

Your child will be in two or three performances his/her first year. Your child's director will notify you of individual school performances. Please watch for announcements from your school. Participation in performances is the greatest motivator for home practice - please make every effort to attend!

Opportunities for Orchestra Students

Orchestra activities include informal performances at school, festival performances, tours in the district and out-of-town, performances for conventions, as well as many social activities.

Care of the Instrument

- Never try to repair the instrument at home. If something breaks or comes apart, contact your director at your child's school, and he/she will take care of it.
- Never touch the bow hair. Horsehair is sensitive to oil from the skin.
- Keep the instrument away from extreme heat or cold. Do not leave the instrument in a parked car in extreme temperatures. The wood cracks easily.
- Only the student should be allowed to touch the instrument. The instrument should never be taken out on the school bus or playground.
- Keep the instrument and bow in the case when it is not in use.

Materials Needed

All Orchestra students will need the following:

- An instrument of the proper size for your child, in good playing condition. It should come with a bow that is also in good playing condition.
 - Beware of internet specials, especially if they are under \$130; they are difficult to tune, the parts break off easily, and the bows are so soft that they warp easily and become unplayable.)
 - If an instrument is too large for your child, it could cause pain and even injury. It is far better to play an instrument that is a bit too small than one that is a bit too large. Rental companies will exchange sizes free of charge as your child grows.
- A name tag on the instrument case (provided by most rental companies)
- A music stand for home practice and large festival concerts.
- A cake of rosin for your instrument (provided with rental instruments)
- A shoulder rest for violin and viola players: the "Everest" brand is recommended
- A cello/bass strap or slipstop to keep endpins from scratching or sliding on floors
- A soft cloth to wipe rosin off the strings and instrument
- Sound Innovations Book 1 for your instrument (beginning students)
- Concert Tunes for Beginning Strings, Book 1 for your instrument

Choosing an Instrument Rental Vendor

District 200 has selected Quinlan and Fabish as the district preferred instrument vendor. Through a formal evaluation process, this endorsement was granted because Quinlan and Fabish has met the following criteria:

- An experienced staff in instrument music education
- All rental instruments are delivered to each school
- Instrument switches are easily done through the teacher and the representative- parents do not have to drive to take care of repairs or exchanging instruments
- A trained company representative visits each school weekly to provide personalized service
- Loaner instruments (during repairs) are provided at no charge
- The Maintenance and Replacement Program is included in the rental fee
 - Broken strings are replaced free of charge (few music companies provide this)
- A large, fully staffed repair facility provides professional quality service

NOTE: Parents are free to choose any musical instrument supplier they prefer.

“Perhaps it will be music that will save the world.”

Pablo Casals

District 200 Orchestra Staff and Contact Information

Wheaton North High School

Grace Mayell: Grace.Mayell@cusd200.org

Wheaton/Warrenville South High School

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Edison Middle School

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Bower, Johnson, and Wiesbrook Elementary Schools

Lisa Volle: Lisa.Volle@cusd200.org

Lincoln, Madison, and Whittier Elementary Schools

Hans Krueger: Hans.Krueger@cusd200.org

Emerson Elementary School

Kelsey Dewar: Kelsey.Dewar@cusd200.org

Hawthorne, Longfellow, Lowell, Pleasant Hill, Sandburg,

and Washington Elementary Schools

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