

DHS ORCHESTRA

Handbook

2019-2020

Great Expectations Lead to Great Experiences



Introduction

Welcome to the Orchestra family at Deerfield High School. We have a wonderful heritage of excellence that has been established for more than forty years! As we begin our learning experience together, nothing could be more important to achieving success than building healthy relationships. My goal is for the Orchestra to truly be a family where everyone feels safe, valued, encouraged, appreciated, and inspired. I have confidence that as we learn to care for each other, we will learn to excel musically together. As you consider your part in our family, remember that family members look out for each other and take care of each other. Family members treat each other with respect and encourage each other to be the very best they can be. As we look forward let us expect nothing but the highest standards as we help each other make our dreams become reality!

If you have any questions about any of the material in this handbook or anything else concerning orchestra at Deerfield High School, please do not hesitate to contact me at my DHS office **(224) 632-3176**. If I am unavailable to answer, you will be able to leave a voice mail message. If you prefer communicating via e-mail, my address is rvelleuer@dist113.org. I will make every effort to answer emails and voice messages as quickly as possible, within 24 hours when school is in session.

The goals of the Deerfield High School Orchestras are to:

Perform and understand a diversity of musical styles.

Expose students to a wide variety of music including music from every historical period and music from other cultures

Recognize the accomplishments of peers.

Encourage self esteem through the pride of accomplishment.
Create a positive, nurturing environment where students feel encouraged and valued as human beings.
Encourage self expression and an appreciation for the self expression of others.

Increase instrumental playing skills and musicianship skills.

Help students develop their musical potential.
Enhance students' learning by including historical, cultural, theoretical, and biographical information.
Stimulate creativity.

Discover the beauty and power in creating great music together.

Foster growth in cooperative learning skills.
Help students develop the skills necessary to achieve an aesthetic experience both in performance and observation.
Make music a source of enjoyment that is cherished throughout life.

Educate students in making mature value judgments about music, and in the process of thinking like musicians.

Establish high musical standards for the orchestras, and the student body.
Enable students to make reflective observations and connections of skills and learning strategies used in orchestra to other disciplines.

Classroom Policies

1. Be in your seat with your instrument and music ready to begin rehearsal 2 minutes after the bell.
2. Do not talk when rehearsal is in progress. Sit quietly and listen when the director is at the podium.
3. Take good care of school instruments and equipment by properly loosening bows, closing cases before storing in lockers, and actually locking the lockers.
4. Always have your music and a pencil to make notes at every rehearsal.
5. Always respect the opinions and ability levels of others in class.
6. Practice your music outside of class so that you are prepared to make a positive contribution to the ensemble.

Required Materials

1. Every string student must purchase *Essentials for Strings* by Gerald Anderson. This text is available at the school bookstore. (\$7.95)
2. String players are assigned school instruments and shoulder rests for daily rehearsals and will be responsible for their care.
3. A music folder will be issued to each student and will be required for use in class each day. (Do not store music in lockers!)
4. School music and equipment lost or damaged beyond normal use are charged at replacement costs.
5. There is no rental charge for school owned instruments.
6. Failure to have “required materials” in rehearsal or class results in a reduction of the daily participation grade.

Attendance Policy

Excessive Absences from class can have a negative impact on a student’s participation grade. Unexcused Absence from a required performance can result in a quarter grade reduction of up to 20%. A calendar of events for the school year is included in this handbook. Please make note of the important concert dates and plan accordingly. Absences will only be authorized for illness, family emergencies, or a direct conflict previously approved by the director 3 weeks in advance of the scheduled event. A signed parental note stating the reason for missing a performance is required. In the event of illness or emergency, the director appreciates efforts to communicate what is happening because a substitute performer might need to be arranged to cover a part. In general, a student must be in attendance at school for at least half of the school day in order to attend a school sponsored event that evening. Conflicts with other school activities will be resolved by Mr. Velleuer and the other sponsor/coach. It is the student’s job to identify conflicts as quickly as possible. Absences are not authorized for work, babysitting, or lack of transportation.

Grading

Class Participation 40-50%

20-25% Daily – Attitude, Attendance, Preparation, Contribution

20-25% After School Concerts and Rehearsals – Concert Dress

Playing Evaluation 40%

Students are evaluated informally in daily rehearsals and sectionals. They are evaluated formally in a scheduled playing test at least once a quarter.

The playing test consists of excerpts of current music and scales. During Quarter 3, the ensemble festival performance serves as the playing test.

Written Assignments 10-20%

Commitment Statement, Concert Evaluations, Concert Reviews, Program Notes, Worksheets, and Quizzes

Students will receive their grade for playing tests with Mr. Velleuer upon their completion. Worksheets and quizzes will be graded in one or two days, and papers will be graded within one or two weeks. Playing tests and written work may be redone for a higher grade. Students are not penalized for late work, but when playing test appointments are missed, they can be very difficult to re-schedule. Your grade should be a reflection of your overall effort and progress.

Guidelines for Concert Reviews

Write your one page single spaced typed or word-processed paper in a narrative style that best describes the concert you attended. You should follow standard school writing practices regarding style, form, spelling, and grammar. The basics of “Who, What, Where, When” are necessary and required, however, aspects of your paper that answer “Why” you enjoyed or disliked what you saw or heard are more important. Comments about musical aspects of the concert are expected ingredients of your description.

Describe the melodic or rhythmic precision, dynamics, timbre, and how it impressed you one way or the other. Highlight your descriptions with impressions of the balance, blend, diction, bowings, articulations, phrasing, intonation, and accuracy. Comment on the programming choices for the concert. Did the program lead you to an exciting conclusion? Was there a variety of music presented? Was there a theme? Did the choices do a good job of representing the theme? Did you learn anything new from the presentation of the material, or not? Also, tell “How” the performers communicated to you feelings about the music. Finally, tell if you would recommend this concert to someone else.

Guidelines for Program Notes

Write a paragraph or two on the assigned selection(s) from a particular concert. Be as concise as possible. Please cite the sources you used to find your information. Include background information about the composer and the composition. Consider the following questions in your research: When was the piece written and in what historical context did the composer live and write this composition? At what time in the composer's life did he/she write this piece? Does it represent a specific form, style or genre? Does it have any unique characteristics? Does it tell a story, and if it does, what is it? What time period does it come from? Did the composer write other works like this one? How is the work generally regarded by critics? Imagine that you are going to stand up in front of the audience and give an educational introduction to the pieces you are writing about. Consider what things would make a piece more interesting to the audience. Better yet, consider what would help an audience appreciate the music more. Do not copy out of a dictionary or source! I will know if you did. Put it in your own words. **Document your sources!!** Suggested resources include:

The Great Conductors by Harold C. Schonberg

The New Grove Dictionary of Music and Musicians ([School Library link](#))

The New Harvard Dictionary of Music

A History of Western Music by Donald J. Grout & Palisca

Internet resources on program notes, Chicago Symphony etc.

Honors Orchestra

1. Honors credit is available to students who complete an application and submit it to the director **before the published deadline**.
2. Honors musical achievement **must exceed requirements** for regular students and additional individual preparation is expected.
3. Honors students must continually set an exemplary model for participation and be willing to assume leadership roles.
4. Honors Students must complete or achieve all of the following:
 - a) Participate in all Orchestra Required Events
 - b) Semester I: IMEA District Auditions
 - c) At the conclusion of the 1st and 3rd quarters the student must complete a project on an orchestra related subject.
 - d) Participation in the pit orchestra for the DHS musical production will satisfy the 3rd quarter project requirement.
 - e) At the conclusion of each semester the student must perform a prepared solo of literature agreed upon by the director, private instructor, and student in the Honors recital. The student must also complete a self-evaluation of their performance.

DHS ORCHESTRA CALENDAR 2019-2020

DATE	EVENT	TIME	PLACE
8/26-9/6	Mums4Music Fundraiser		
8/30-8/31	Carnival – Water/Bake Sale	4-9PM	DHS
9/4	Open House	6:00PM (Chamber Orch.)	DHS
9/7	Orchestra Movie Night!	6:00PM	DHS P102
9/17	*Potpourri Concert	7:30PM	DHS Aud
10/1	IMEA District VII Auditions	3:30PM	RMHS
10/7-10/25	Citrus Sale		
10/30	Fall Orchestra Concert	7:30PM	DHS Aud
11/9	ILMEA District VII Festival	All Day	Grayslake N HS
11/24	Community Thanksgiving Service	6:00PM (Chamber Orch.)	TBD
11/26	Grandparents' Day Concert	7 th period (Chamber Orch.)	DHS Aud
12/3	*Citrus Delivery	3:30-6PM	DHS R-Hall
12/6	Fine Arts Assembly	TBA AM	DHS Aud
12/9	Honors Recital	6:00PM	R100
12/11	*Chorus/Orchestra Concert	7:30PM	DHS Aud
1/6	Pit Orchestra Rehearsals Begin	3:30-5PM	P102
1/29	*Orchestra Festival	7:00PM	DHS Aud
1/30-2/1	ILMEA All-State Festival	All Day	Peoria
2/14-2/15	University of Illinois Clinic (Tent)	All Day	Champaign
3/4-3/7	Musical	7:30PM	DHS Aud
3/12	*Solo/Ensemble/Concerto Comp.	4:00PM	R-Hall
3/18	*Spring Orchestra Concert	7:30PM	DHS Aud
5/4	Honors Recital	6:00PM	R100
5/12	*Orchestra Awards Concert	7:00PM	DHS Aud
5/18	Honors Night	7:30PM (Chamber Orch.)	DHS Aud

*** Denotes a required event**

Concert Dress Men: Tuxedo coat, black dress pants, white dress shirt – wing tip preferred, no colored ruffles, black bow tie, black dress shoes, and black dress socks. A tuxedo coat is provided by the school. Good condition must be maintained or a fee will be assessed. Bow ties can be purchased for \$5.

Concert Dress Women: Black orchestra dress - provided by the school, with black dress shoes.

STATEMENT OF COMMITMENT

I HAVE READ AND UNDERSTAND THE POLICIES, PROCEDURES AND BEHAVIORAL EXPECTATIONS EXPLAINED IN THIS HANDBOOK. I ACKNOWLEDGE THE CALANDAR DATES AND WILL DO MY VERY BEST TO PARTICIPATE. I UNDERSTAND THAT IF I MISS A REQUIRED EVENT THAT IT COULD RESULT IN THE LOWERING OF MY GRADE.

Student Name – Please Print

Student Signature

Parent Signature

Parent Email Addresses (Please print neatly!)

Date

Please detach this form and return it to Mr. Velleuer by Friday, September 6. This is your first written assignment!

Thank you very much!