

HHH MUSIC OPPORTUNITIES



TYEUNG

BEGIN IN GRADE 3

The Half Hollow Hills Central School District Music Program

Building a Foundation in Music

All Half Hollow Hills students embark on a musical journey from Kindergarten through grade 5. Our sequential curriculum focuses on developing listening skills, fine and gross motor skills, and reinforcing core concepts in math and language arts through engaging music activities.

Enrichment Opportunities

Grade 3

In grade 3, students expand their musical horizons by learning to play the recorder, a small woodwind instrument that further strengthens listening and motor skills.

Additionally, a select group of students with a strong interest in strings (violin, viola, cello, or string bass) may have the opportunity to begin lessons during the second half of the year. Selection is based on:

- Demonstrated desire to play a string instrument.
- Advanced ear training skills showcased in the K-3 classroom music program.
- Ability to maintain excellent academic standing while participating in weekly instrument lessons.

This early intervention program aims to give students a head start on mastering these challenging instruments and potentially joining the school orchestra earlier in fourth grade.

Grades 4 & 5

In grades 4 and 5, the musical journey continues to flourish! Students can:

- **Join the School Chorus:** The classroom music teacher will introduce this exciting opportunity, allowing students to develop their vocal skills and collaborate with peers.

- **Begin Instrumental Music:** Orchestra and band directors present informative sessions during the spring semester (repeated in September) for all third, fourth, and fifth graders. Students can then choose their preferred instrument from a wide selection including:
 - Woodwinds: Flute, Oboe, Clarinet, Bassoon, Saxophone
 - Brass: Trumpet, French Horn, Trombone, Euphonium, Tuba
 - Percussion
 - Strings: Violin, Viola, Cello, String Bass

Following instrument selection, teachers review student requests based on:

- Pitch matching ability
- Motor skill development and imitation
- Physical considerations (instrument size, mouthpiece, bow, etc.)

Performance Ensembles

Once students achieve a specific level of proficiency, they have the opportunity to perform with the school band or orchestra. Rehearsals are held twice weekly, with schedules posted by the music teachers. Regular attendance and music preparation are essential for participation.

Performances are held in winter and spring, and participation is based on demonstrated ability, effort, attendance, and progress.

Rewards and Recognition

Performing with the school chorus, orchestra, or band is a prestigious honor. These ensembles showcase the exceptional skills students have developed through dedication and hard work. Concerts are formal events, and all students are expected to dress appropriately (no jeans or sneakers) to celebrate their achievements. We encourage both students and parents to take pride in their musical accomplishments.

Selecting the Right Instrument

Choosing an instrument is a personal decision, and students should be guided by their own interests, not by what their friends play. Their commitment to the chosen instrument will significantly impact their success.

The music teachers will provide guidance throughout the selection process. If a teacher feels a student's primary choice isn't the best fit, they will discuss alternative options that better align with the student's demonstrated abilities. Parental input is valued throughout this process.

Instrument Availability and Costs

Students choosing instruments like flute, clarinet, alto saxophone, trumpet, violin, viola, cello, or percussion will need to rent or purchase them from a local music store. A list of recommended vendors is provided to all program participants.

Approximate costs are:

<u>Instrument</u>	<u>Rental (Sept. – June)</u>	<u>Purchase Price*</u>
Flute, Clarinet	\$90 - \$105	\$400 - \$450
Alto Saxophone	\$175 - \$190	\$875 - \$900
Violin, Viola	\$85 - \$125	\$400 - \$600
Cello	\$175 - \$190	\$900 - \$1500
Snare Drum Kit	\$50 - \$75	\$135 - \$150
Trumpet	\$105 - \$115	\$400 - \$450

*Prices shown are an approximate amount for student line instruments. Finer quality instruments will be more expensive.

District-Owned Instruments

The district owns and maintains a number of the most expensive instruments. These are provided at **NO COST** to students. Parents are, however, responsible for loss of or damage to an instrument while it is assigned to their child. These instruments include the oboe, bass clarinet, bassoon, tenor saxophone, baritone saxophone, French horn, trombone, euphonium, tuba and string bass.

If you should ever decide to rent or purchase one of these instruments, the following is an approximate cost list:

<u>Instrument</u>	<u>Rental (Sept- June)</u>	<u>Purchase Price*</u>
Oboe	\$175 - \$200	\$1,100 - \$3,000
Bass Clarinet	\$175 - \$250	\$ 800 - \$3,000
Bassoon	\$200 - \$250	\$2,600 - \$4,000
Tenor Saxophone	\$195 - \$250	\$850 - \$1,200
Baritone Saxophone	\$300 - \$350	\$1,700 - \$3,500
French Horn	\$275 - \$300	\$1,400 - \$2,600
Trombone	\$105 - \$175	\$350 - \$850
Euphonium	\$275 - \$350	\$900 - \$1,200
Tuba	\$350 - \$400	\$2,500 - \$4,500
String Bass	\$350 - \$450	\$1,300 - \$2,500

*Prices shown are an approximate amount for student line instruments. Finer quality instruments will be more expensive.

Policy

District policy permits us to provide the above instruments for the **first year of study only**. Once a child makes a commitment to an instrument, it should be rented or purchased. However, due to the cost, we attempt to provide equipment for more than the first year of study whenever possible - with no guarantees!

Instrumental Music (Grades 4 & 5 Continued)

Commitment and Instrument Acquisition

Instrumental music study requires dedication at multiple levels:

- **Lessons:** Students participate in a "pull-out" lesson program throughout their instrumental music journey in our district. Parents and students share responsibility for ensuring missed classwork is completed.
- **Rehearsals:** Once proficient, students are expected to attend weekly rehearsals for the orchestra or band.
- **Practice:** Consistent home practice is essential for skill development. Students can expect to practice 30-40 minutes daily, five days a week. Parents are encouraged to support this crucial practice routine.

The district provides instruments for the first year of instrumental study only. Once a student demonstrates commitment, they are expected to rent or purchase their own instrument. However, the district understands the financial burden and strives to extend instrument use beyond the first year whenever possible (without guarantee).

Middle School (Grades 6-8)

Shifting Focus and Growing Expectations

Middle school marks a turning point in the music program. Here's what to expect:

- **Grades Matter:** Orchestra, chorus, band, and Music Exploration become graded classes that meet on alternating days. These grades factor into students' quarterly and final averages.
- **Demanding Repertoire:** The music becomes more challenging than in elementary school, with a focus on technical growth and skill development. Students learn new notes, complex rhythms, and intricate harmonies. Reading music becomes increasingly important.
- **Continued Support:** Daily practice remains paramount for progress. Pull-out lessons are essential for instrumentalists and vocalists, and participation is a course requirement. Balancing academics with music is emphasized, and the schedule is designed to minimize conflicts.

Expanding Opportunities

Middle schools offer additional extracurricular ensembles, such as jazz bands and school musicals. Participation requires auditions and commitment to rehearsals outside the regular school day. Choral students who play piano, guitar, or bass can also participate in the Jazz Band.

High School (Grades 9-12)

Peak Challenges and Expanded Horizons

High school music offers the most demanding and rewarding experiences:

- **Advanced Repertoire:** Ensembles (orchestra, chorus, band, and modern band/guitar ensemble) perform standard repertoire, requiring students to possess highly developed technical skills. Students can now participate in both instrumental and vocal ensembles.
- **Theoretical Exploration:** Music Theory I and AP Music Theory are introduced, potentially allowing students to place out of introductory college theory courses. Music in Our Lives, an extension of middle school general music, is offered to non-performing students. Music Recording and Production Technology is another option for music program participants. State-of-the-art music labs are available for these courses.
- **Elective Courses:** Students can explore electives like Musical Theatre, Performing Arts for Social Justice, and Guitar Fundamentals. Additionally, they can pursue a Distinction or Advanced Distinction in the Music Conservatory (see Music Conservatory tab).

Course Structure and Flexibility

All music courses meet daily and are integrated into the regular class schedule. Performance ensembles continue with rotation lessons. A flexible attendance policy exists for rotation lessons to accommodate academic needs, but regular lessons are mandatory. Opportunities exist before, during, and after school to make up for missed lessons.

Fulfilling Graduation Requirements

New York State mandates that students earn at least one credit in Art or Music for graduation. Ensembles (orchestra, chorus, band, and guitar) and Music in Our Lives can all fulfill this requirement. Additionally, a music credit sequence can be used to meet other state graduation requirements.

Exploring Literature

Performances feature works from a variety of approved sources, including pieces by the great masters like Bach, Beethoven, and Haydn, as well as contemporary composers. Some literature may contain text from scriptures or religious documents, reflecting our cultural heritage. However, music selection is based solely on artistic and aesthetic merit, and no religious context is presented.

Options and Recognition

Students are encouraged to participate in solo evaluation festivals, such as the annual NYSSMA event. High-scoring students may be invited to perform with All-County, All-State, All-Eastern, and National ensembles (at the high school level). Participation in a strong music program is viewed favorably by colleges, especially with All-County or higher accolades.

Beyond Performance

The benefits of participating in our music program extend far beyond performance. Students develop self-esteem, gain recognition for their talents, and experience the joy of music making. We take pride in fostering successful music students, and believe that anyone in Half Hollow Hills Schools can achieve musical success.