

**New Trier High School
Jazz Ensembles
2017-2018 Calendar**

***** Please note: many of these dates differ from previously published dates, including the Fine Arts Brochure *****

DATE	DAY	TIME	EVENT	VENUE	ENSEMBLES
November 18, 2017	Saturday	8:00 AM - 4:00 PM	IMEA Dist. Jazz Fest	Woodstock High School	students selected through audition
November 29, 2017	Wednesday	7:00 PM - 9:00 PM	Fall Jazz Dress Rehearsal	Gaffney	Jazz 1
November 30, 2017	Thursday	7:00 PM	Fall Jazz Ensembles Concert	Gaffney	FJE, CJE, LJE, Jazz 1
February 1, 2018	Thursday	7:00 PM - 9:00 PM	Jazz Fest Dress Rehearsal	Gaffney	Jazz 1
February 2, 2018	Friday	3:30 PM - 9:00 PM	Jazz Fest Setup	Winnetka Campus	All Jazz Students
February 3, 2018	Saturday	All Day	New Trier Jazz Festival	Winnetka Campus	FJE, CJE, LJE, Jazz 1
February 10, 2018	Saturday	TBD	Evanston HS Jazz Festival	Evanston HS	FJE, CJE, LJE, Jazz 1
April 11, 2018	Wednesday	7:00 PM - 9:00 PM	Spring Jazz Dress Rehearsal	McGee	Jazz 1
April 12, 2018	Thursday	7:00 PM	Spring Jazz Ensembles Concert	McGee	FJE, CJE, LJE, Jazz 1
May 23, 2018	Wednesday	7:00 PM	Combo Concert	TBD	All Jazz Students

***** Additional performance opportunities may arise but will be communicated well in advance *****



NEW TRIER HIGH SCHOOL MUSIC DEPARTMENT GUIDELINES AND EXPECTATIONS

It is the philosophy of the Music Department that grades should reflect the effort, ability, attitude and visible dedication that each student demonstrates on a consistent daily basis in a particular ensemble.

Punctuality to class, rehearsals, and concerts is essential. Tardiness cannot be allowed. Policies regarding class attendance and tardiness with respect to grading have been established by the school. **Individual teachers will define specific class requirements.**

CONCERT PARTICIPATION

There are approximately two major concerts each semester for every performance organization. Concerts are a culmination of daily rehearsals and class work and are **REQUIRED** laboratory experiences equal in importance to regular class attendance. Concerts are a unique musical experience, the value of which cannot be duplicated. It is essential that **ALL** students be present for each performance, as it is a "team" effort, and the absence of **ANY** student reduces the educational and enjoyment value for all.

The week of a concert is critical, every member is essential to the ensemble. In the event a student misses a **dress rehearsal** or **performance**, the following procedure will be in effect:

EXCUSED ABSENCE (which must be verified with a note from a parent/guardian) will result in the semester grade being reduced by **ONE LETTER GRADE** for each absence from a scheduled concert or dress rehearsal. Points to reverse this reduction and restore the student's grade may be earned by completing make-up work assigned by the director.

Excused absences from a concert or dress rehearsal include:

- A. Student illness
- B. Death in the family
- C. Family emergencies
- D. Religious holidays (director must be notified in advance)

All other absences from a scheduled concert or dress rehearsal will be considered **UNEXCUSED**, and will result in the semester grade being reduced by **ONE LETTER GRADE** for each absence. Grade reduction resulting from unexcused absence **CANNOT** be reversed.

Unexcused absences from concert or dress rehearsal include:

- A. Study or private lessons
- B. Family vacations or trips
- C. College visitations
- D. Work

Students assume the responsibility for making up all missed class work. In the event of any excused absence, it is the **student's** responsibility to contact the director and discuss material missed or to obtain additional help.

Students are required to notify their director regarding conflicts (curricular excursions, athletic events, etc.) as early as possible so that conversations will occur between director and sponsor of conflicting event. Any unresolved conflicts that arise in the application of these procedures will be resolved by the Music Department Chair and the school administration.

EXPECTATIONS

Safe and Respectful Learning Environment - We all come to this class as unique individuals. Behavior based on courtesy, respect, and an appreciation of our differences and similarities will create an environment in which each of us can grow and learn. Together we will create an environment in which each of us can grow and learn in a safe place for everyone; regardless of gender, gender identity, race, religion, sexual orientation, class, level or physical or mental ability.

Mobile devices, including iPads, generally will not be used in this classroom. There may be times when your instructor will ask you to use your mobile devices for specific activities. At all other times, your device must remain off and stored away in order to focus your attention on the current classroom activity. Off task use or behavior that is detrimental to our learning environment will result in temporary loss of this privilege. A second offense will result in a call home and a meeting with the Adviser Chair.

“The best discipline is SELF-discipline.” ALL time spent on discipline matters is a waste of time and effort. Therefore, a grading policy that takes into account the attitude of a performer is vital to the development of a performance group that maintains a positive, professional atmosphere in rehearsals and performances. Participation in a performance-based class is clearly connected to New Trier’s goal of developing students that demonstrate ethical conduct and global citizenship.

It is important that the students understand exactly what is expected. Attitudes almost always translate into actions and affect the conduct and citizenship of the individual and group.

An individual with a positive attitude and self-discipline:

1. Is considerate of the needs and feelings of others;
2. Leaves one’s "ego" at the door and becomes a team player;
3. Helps others to learn their part;
4. Is helpful and attentive in situations when the director is not present (e.g. sectionals, student or substitute teachers);
5. Refrains from making jokes at the expense of others;
6. Is courteous to the non-teaching school employees as well as members of the faculty;
7. Turns in all music when requested, so as not to become a burden to others who must refile parts returned late;
8. Refrains from using profanity;
9. Tries to support other members of the department by attending concerts presented by peers;
10. Treats all performers with respect, understands what it means to be a "good audience member," and appreciates all performances with appropriate, supportive behavior;
11. Is present at ALL concerts and dress rehearsals, or produces an acceptable excuse well in advance;
12. Does not act in an immature manner when in public places while with the ensemble;
13. Always employs the best technique and sensitivity in warm-up, rehearsal, and concert;

14. Is on time to rehearsals and concerts;
15. ALWAYS brings necessary materials to class;
16. Approaches ALL new music with an open mind seeing each piece as an opportunity to learn;
17. Recognizes warm-up time as an important part of class;
18. Uses a pencil to mark parts;
19. Is quiet at the proper times during rehearsals;
20. Acts as a professional when rehearsing and PERFORMING;
21. Practices music regularly;
22. Attends concerts away from school of groups performing music similar to that of one's ensemble;
23. Maintains in proper condition, and wears the appropriate uniform for concerts;
24. Participates in extra-curricular music activities;
25. Assists in keeping the rehearsal and performance areas neat, clean, and orderly;
26. Does not participate in or encourage vandalism of school property, or the belongings of others;
27. Assists after performances or rehearsals with equipment that needs to be moved or attended to;
28. Abides by school rules and regulations;
29. Does not deface signs posted in the building;
30. Does not mistreat school instruments, pianos, etc.;
31. Turns in excursion cards and any other forms, completed and on time;
32. Does NOT thrive on complaining or finding fault with the direction or leadership of the ensemble, or the efforts of its members;
33. Employs creative thinking skills to solve problems and voice concerns.

NEW TRIER HIGH SCHOOL JAZZ ENSEMBLE GRADING POLICY

“It is the philosophy of the Music Department that grades should reflect the effort, ability, attitude and visible dedication that each student demonstrates on a consistent daily basis in a particular ensemble.”

A positive attitude is the underlying ingredient *necessary* to the success of each ensemble and in turn each member of that ensemble. In reading the New Trier High School Music Department Grading Policy, one finds principles that serve as benchmarks for a positive attitude. One must leave one’s “ego at the door and become a team player” approaching “all new music” and ideas “with an open mind, seeing each as an opportunity to learn.” An individual “acts as a professional when rehearsing and performing, and does not thrive on complaining or finding fault with the direction or leadership of the ensemble, or the efforts of its members,” but rather “employs creative thinking skills to solve problems or voice concerns” with respect and care. We must work together to achieve success together, and what better way is there than through music? In a very real way this process of music making is a metaphor for making our way through life with our fellows.

The jazz ensemble grading policy is based on a 100-point system that includes the following components **(Please note that your grade is cumulative over the semester and the final semester grade represents calculations based on the entire semester):**

I. Daily Attendance: Total of 50 points per semester

Absences and tardiness disrupt the learning environment. Students need regular day-to-day attendance and must be punctual to maintain a sense of continuity in their program. Even one absence can affect the success and educational outcome for the individual and the entire class on that day. **Music rehearsals are particularly difficult to make-up since the process is so experiential.** It is impossible to re-create what the other students experienced the preceding day.

0 absences = 50 points
1 absence = 47 points
2 absences = 44 points
3 absences = 41 points
4 absences = 38 points
5 absences = 35 points
6 absences = 32 points
7 absences = 29 points
8 absences = 26 points

9 absences = 23 points
10 absences = 20 points
11 absences = 17 points
12 absences = 14 points
13 absences = 11 points
14 absences = 0 points
15 absences = 0 points

Points missed for *unexcused absences* **cannot** be made up. Three *unexcused tardies* count as **ONE unexcused absence** after which every additional unexcused tardy counts as an unexcused absence!

Points missed for *excused absences* can be made up by completing one or more of the following options. The number of make-up points will be commensurate with the time needed to complete the make-up work, as determined by the director.

- a 30 minute recording (SmartMusic, CD, or tape) of you practicing your jazz band music
- a signed program from a concert you attended that either involves the instrument you play or features a jazz ensemble
- a signed program of a jazz concert you performed in, excepting those scheduled or performed by the band class for which you are enrolled
- there are other creative possibilities for which you must receive director preapproval

If a student’s excused absence is because of involvement in another music event during that excused absence, director approval will exonerate the student from having to make up the points.

NEW TRIER HIGH SCHOOL JAZZ ENSEMBLE GRADING POLICY

II. Assessments: Total of 50 points per semester

The number of assessments will vary each semester. Each assessment will receive points for the quality of work. Assessments will be averaged for the entire semester and given a final number (0-50) for the “Assessments” portion of the grade. In some cases, assessments can be redone or improved upon. The responsibility of making up assessments is that of the student.

Audio recordings may be required for playing tests and auditions. SmartMusic is the preferred method of recording and subsequent submission for each playing assignment. Since many of you will already have SmartMusic subscriptions, this will be relatively simple. For those of you without a SmartMusic subscription, I will leave it up to you to figure out a method for recording yourself. Please see me if you need help with this. There will also be instances where I will ask you to play an “in-person” assessment. Generally, students will be given ample time to prepare for these assessments.

III. Concert Performance

Students are expected to be at concert performances. For each absence from a concert performance, the final semester grade will be reduced by one letter (i.e. 10 point deduction from your attendance portion of the semester grade). Please refer to the Music Department policies for clarification.

...if the absence is *excused*, points to reverse this reduction may be earned by completing make-up work assigned by the director.

...if the absence is *unexcused*, the grade reduction may not be reversed.

IV. Attitude/Conduct/Professionalism:

You are expected to be professional and respectful at all times and to be accountable for your actions. For examples, please refer to the Music Department policies. To that end, if the student’s attitude, conduct and professionalism are not appropriate, the following actions will be taken:

Incident 1 - Warning.

Incident 2 - Conference with director.

Incident 3 - Conference with director and parents.

Incident 4 - Student must drop class. (The Music Department Chair and a representative from the Administrative Team can arbitrate an appeal process).

V. Grading Scale:

90-100	= A
80-89	= B
70-79	= C
60-69	= D
0-59	= F



NEW TRIER HIGH SCHOOL

David S. Ladd
Music Department Chair

Dear Senior Musician and Parents,

As you prepare for your senior year at New Trier, we would like to share some valuable advice with you from former students who have gone through the college selection process. This information may be particularly helpful to those of you who are considering a future in the fine and performing arts.

When are good times to visit potential colleges? We encourage college visits during the summer between your junior and senior year, the Institute day in November, and after final exams in December. These are the most convenient times to visit potential colleges without negatively impacting your current commitments at New Trier. Some families also take advantage of spring break for multiple or extended visits. Most universities do not observe the same holiday breaks that we do. Plan now so a college visit doesn't come into conflict with a concert week.

What if my college visits/auditions conflict with New Trier dress rehearsals and concerts? The expectation is students will honor their commitment to their current ensemble(s) including the week prior to concerts. Music schools do not condone their future students failing to meet their current high school commitments, in fact, quite the opposite. They want you to uphold your obligations at New Trier as evidence of your ability to honor the commitments you have made. Schools will understand the challenges that scheduling can present. Don't hesitate to contact a school directly for alternate dates. Your ensemble director can likely help as well.

How many auditions are reasonable to take?

Be selective about how many programs you plan to apply to. You are welcome to take as many auditions as you like, but previous students have found that it is extraordinarily difficult to schedule more than 4 or 5 auditions. Again, it is very important to honor your current commitments at New Trier; make sure you consult the performance schedules for your ensembles and productions.

What should I try to accomplish during a college visit? Make a comprehensive trip the first time – it is very difficult to schedule multiple trips to the same school. Trust your initial reaction to the campus. Take a lesson with your studio teacher. Observe a rehearsal with the ensembles that you might participate in. Talk to current students so you can get a sense of their experience – find the music student lounge, take a seat, and listen. Consider the quality of the facility and its proximity to where you might end up living.

In general, plan as far in advance as possible with campus visits and auditions, and communicate with your ensemble directors. We are here to help you.

We wish you the very best in your college search!

Sincerely,

David S. Ladd

Acknowledgement Signature Form

We have received, read, and understand the following (please initial):

Student	Parent	
_____	_____	The New Trier High School Music Department Guidelines
_____	_____	The Music Department Guidelines for the Selection of Music
_____	_____	The specific grading policy for my music ensemble(s)
_____	_____	Seniors only – The ensemble commitment letter
_____	_____	The 2017-2018 performance calendar(s) for my music ensemble(s).
		Music ensemble (s) _____

Parent or Guardian's Name _____
(Please print)

Parent or Guardian's signature _____ Date _____

Student's Name _____
(Please print)

Student's signature _____ Date _____
