

Academic
Year | 17-18

COLLEGE PARK HIGH SCHOOL

Instrumental Music

Program Syllabus

Jorge A. Jiménez, Director

Alexa Tsarnas, Associate Director

TABLE OF CONTENTS

Welcome from the Directors	3
Program Philosophy	5
Program Curriculum	5
Goals & Objectives	6
Ensembles	7
Additional Music Courses	8
Student Expectations	8
Parent/Guardian Expectations	9
Co-Curricular & Extra-Curricular Activities	9
Written Assignments	10
Performances	10
Grading Policy	11
Tardy Policy	12
Trip Eligibility	12
Chair Placement & Part Assignments	12
Challenge Auditions	13
Wind, Chamber & Jazz Auditions	13
Performance Attire	14
Instrument Loan Agreement & Equipment Use	14
Classroom Procedures	15
Student Leadership	15
College Park Instrumental Music Boosters (CPIMB)	16
Program Disclaimer	17

From our Director...

Dear Music Students & Parents,

Welcome to the 2017-2018 academic year at College Park! I am very excited to be back with all of our CP kids, returning and new. This year promises to be another great year filled with many opportunities for our students to grow and achieve. Miss Tsarnas and I have been working diligently to prepare everything for our students with the incredible help of our CP Instrumental Music Boosters.

In addition to keeping an active performance schedule at our regular festivals and concerts, we will continue to supplement our curriculum by retaining all of our instrumental coaches from last school year:

- Kevin Stewart, woodwinds
- Brandon Gaoiran, strings
- Divesh Karamchandani, percussion
- Spencer Sussman, brass

Finally, please take the time to read through the remainder of this document. It serves as not only a handbook for our program but also as the syllabus for all instrumental music ensemble classes. Please pay special attention to the Grading Policy. Miss Tsarnas and I will continue to have the same policies so that we have complete consistency across all instrumental music classes. Do not hesitate to contact me with questions, concerns or ideas.

Again, welcome to a new year!

Sincerely,

Jorge Jiménez,
Director of Instrumental Music
College Park High School
jimenezj@mdusd.org

From our Associate Director...

Dear Students and Parents,

Welcome to the new school year! I am looking forward to what I am sure will be a wonderful year ahead. Your support throughout the year made it a successful and enjoyable time working in the Instrumental Music Department.

As I am looking forward to this current school year, I am excited with the possibilities of growth ahead in my own teaching, as well as the students' learning as musicians and community members. I look forward to diving into lessons once the craziness of the first few days winds down, getting to know the new students, and helping them grow in their appreciation of music. I am always amazed with what great students we have here, and how much they grow in their musical understanding and playing abilities. Seeing those moments of understanding and looking back at where each student started is one of the most rewarding things for me as I have been teaching.

String Orchestra, Jazz Band, and Concert Band have all grown in numbers this year, and I am encouraged by seeing so many students continuing their music education coming in to high school. The friendships and life lessons learned are invaluable to every one of our students. This year I will be teaching two Piano I classes and one Piano II class for a total of three piano classes! This is a great group of students who are now able to learn a musical instrument and become a part of the College Park Instrumental Music family without any previous musical experience.

I am always open to assisting students and parents with any questions that may arise throughout the year. Please do not hesitate to send me an email any time, or introduce yourself after a concert. Looking forward to working with everyone this '17 -'18 school year!

Sincerely,

Alexa Tsarnas
Associate Director of Instrumental Music
College Park High School
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PROGRAM PHILOSOPHY

“Community Service Through Music”

Most will agree that the strongest communities are those that foster an attitude of service and mutual helpfulness for the greater good. The College Park Instrumental Music Program is poised to be a leading school program to help students learn and fully understand what it means to serve your community through your strengths and talents. In our case, it is music. The College Park High School Instrumental Program has enjoyed a rich history of more than fifty years, and throughout its history, the organization has maintained a reputation for musical excellence and high standards for performance. Given these facts, our music students will continue to utilize their abilities for their community in the following ways:

- Ensemble Specific Community Service Projects
- Pep Band (Football)

As we move forward, College Park instrumental music students will begin to not only understand what it means to serve their community, but also why it is important.

PROGRAM CURRICULUM

The study of "concert music" is at the core of the instrumental music program. In this context, "concert music" refers to the music of serious composers whose compositions are of such depth that the student may study the music for many years, yet still learn and grow from such music. This is possible only with music that can be experienced on many levels. In the early stages of study, the student understands such music on a surface level at which the form, melody, technical challenges and contextual meaning of the music can be experienced and appreciated. At deeper levels, the student becomes aware of the less obvious, yet critical relationships between melodic, harmonic, and rhythmic elements—elements which contribute to the beauty of the work and call for specific interpretive treatment.

Other types of music provide the student with a broader musical education and understanding of artistic expression. Most critical to the Instrumental Music Program is the study of jazz. Jazz is a uniquely American product and represents a form of musical expression not present in concert music and other types of music. It provides the musician with opportunities to study improvisation and develop a stronger understanding of harmonic organization. Solo playing is a primary element of jazz performance and assists the student in developing focus and spontaneity under pressure.

The CPHS bands and orchestras occasionally study lighter music such as movie/television themes, Broadway, and popular tunes. However, this music is not considered to be part of the core curriculum. Students with broader interests are encouraged to seek out satisfying musical experiences beyond the classroom, such as participating in community bands/orchestras or drum corps.

GOALS & OBJECTIVES OF A COMPREHENSIVE MUSIC PROGRAM

- **Develop skills in analysis, evaluation and synthesis to be able to experience and understand the aesthetics of music.**
 - Understand how the elements of music are used as expressive devices in diverse repertoire.
 - Demonstrate extensive knowledge of the technical and academic vocabulary of music.
 - Create specific criteria for making informed evaluations of the quality and effectiveness of performances, compositions, arrangements and apply the criteria in their personal participation in music.

- **Achieve instrumental competency.**
 - Know all major, minor and chromatic scales.
 - Demonstrate good tone quality.
 - Understand the pitch tendencies and inherent intonation problems on their instrument.
 - Understand and practice proper care and maintenance of their instrument.

- **Develop a proficient level of reading music.**
 - Commit to regular practice time outside of class.
 - Practice sight-reading on a regular basis.
 - Take initiative to challenge oneself outside of class with additional music or solo literature.
 - Understand and interpret the non-standard notation symbols used by some 20th century and present-day composers.
 -

- **Explore and perform a variety of instrumental literature.**
 - Learn the historical background about the composition and composer.
 - Explore the piece as a creative work of art.
 - Understand the stylistic and performance practices of the period that the composition represents.
 - Understand compositional devices and techniques used by the composer.

- **Explore performance in Chamber Music.**
 - Participate in local CMEA Solo & Ensemble Festivals.
 - Participate in student-led small ensembles.
 - Perform solo literature with and without accompaniment.

- **Become proficient musical artists that understand and appreciate not only music, but all areas of the Arts.**
 - Collaborate with choral, dance, art and theatre departments to produce additional performances/events for the school and community.

ENSEMBLES

Wind Ensemble

The Wind Ensemble is one of the premiere ensembles at College Park. Students are admitted to the Wind Ensemble only after achieving a high level of mastery on their instrument and after demonstrating, by audition, their readiness to read and perform advanced wind music. Students will be chosen regularly from the Wind Ensemble to perform as part of the College Park Symphony Orchestra (CPSO).

Symphonic Band

The Symphonic Band is an ensemble comprised of mostly upper classmen who have completed at least one year in the CP Instrumental Music Program. In some cases, freshmen can be admitted to Symphonic Band if they can demonstrate a reasonable level of proficiency on their instrument. Most students will advance to the Symphonic Band from the Concert Band automatically unless they choose to audition for the Wind Ensemble and succeed. Students in Symphonic Band are expected to be proficient players and sight-readers ready to tackle challenging music.

Concert Band

With some exceptions, freshmen wind and percussion students are placed in the Concert Band for a year of intense study in which great progress is made in instrumental technique and musicianship. In preparation for participation in Symphonic Band or Wind Ensemble, students learn to master ensemble performance skills such as listening, adjusting and responding to the conductor's gestures, as well as intonation and sight-reading.

Symphony Orchestra

The CPSO is one of the premiere ensembles at College Park. Students are admitted to the CPSO only after completing a successful audition demonstrating a high level of mastery on their instrument. The CPSO performs advanced orchestral literature and participates in performances on and off campus. All members of the CP Symphony Orchestra will be required to attend evening rehearsals as needed during the school year. Students will be notified well in advance of the rehearsal schedule. As a general rule, wind & percussion students will not be pulled from other classes during the day for Symphony Orchestra rehearsals.

Chamber Orchestra

The Chamber Orchestra is our newest ensemble class at College Park. This is an advanced ensemble in which students must demonstrate by audition, their ability to read and play advanced orchestral music. Audition requirements for this ensemble are identical to that of our Wind Ensemble and any student wishing to be a part of the Chamber Orchestra must prepare well in advance. Students in the Chamber Orchestra are the string players in the College Park Symphony Orchestra (CPSO).

String Orchestra

With some exceptions, freshmen string students are placed in the String Orchestra for a year of intense study in which great progress is made in instrumental technique and musicianship. In preparation for participation in Chamber Orchestra/Symphony Orchestra, students learn to master ensemble performance skills such as listening, adjusting and responding to the conductor's gestures, as well as intonation and sight-reading.

Jazz Ensemble

The Jazz Ensemble is the premiere jazz group at College Park. Placement in Jazz Ensemble is by audition only. The group studies jazz works of moderate to advanced levels and participates in many festivals and jazz events. Students in the Jazz Ensemble must commit to daily rehearsals at 7:00 AM and must also be in one of the three Bands or one of the two Orchestras in the regular school day. This policy is strictly followed with very few exceptions.

Jazz Band

The Jazz Band, which is our entry-level jazz group, provides interested students with an opportunity to improve upon their understanding of jazz technique – No audition required. Students in the Jazz Band must also be in one of the three Bands or one of the two Orchestras in the regular school day. This policy is strictly followed with very few exceptions.

ADDITIONAL MUSIC COURSES

AP Music Theory

In addition to the performance ensemble classes offered at College Park High School, we also offer AP Music Theory as a course of study for those music students with a desire for an in-depth academic study of music. It is generally comprised of upper classmen (Juniors & Seniors) and will prepare students for the AP exam in Music Theory as well as for further study of music after high school. Any student interested in this class must have prior experience in music. Choral students are welcome.

Piano & Guitar

College Park students have the opportunity for music exposure or a new experience, through our beginning piano and guitar classes. Prior experience is not required. These classes are geared towards the general student that is interested in a music class but maybe has never has the opportunity. These music courses are a one-year course in which students learn the fundamentals of playing either piano or guitar.

STUDENT EXPECTATIONS

Students in the CPHS Instrumental Music Program are expected to maintain a level of commitment to the study of music that results in both personal and group growth. Instrumental music should not be taken as an “easy elective” or used as a haven from other academic subjects. As in all academic subjects, instrumental music students are expected to study, learn, and demonstrate their learning through performance, testing and writing assignments.

Students of the College Park HS Instrumental Music Program will:

- **Attend all rehearsals and performances.**
 - Each ensemble is a team; therefore it is imperative the each member of the ensemble is present at every performance.
 - Students may not “make up” a performance.
- **Practice regularly outside of class to master the music studied in class.**
 - Practice cards or logs will not be used. It is the full responsibility of students to be prepared for class knowing their music having practiced outside of class.

- All students will be required to perform regular playing tests in class; therefore even the most talented music students will have to spend time practicing.
- True mastery of the music will not happen in class alone. For 100% success, the student must spend time practicing outside of the full ensemble.
- **Follow proper rehearsal etiquette by being attentive and engaged in rehearsals at all times and demonstrate appropriate behavior while in the rehearsal room.**
 - A “common sense” approach to proper set-up and tear-down will be used. Students will be expected to follow this procedure everyday.
 - Always use appropriate comments and thoughtful answers.
 - Raise hand to speak and keep talking to a minimum – No calling out.
 - Play with the conductor – No practicing in class.
 - Handle and play only your own instrument.
 - Enter and exit the rehearsal room calmly.
 - Always demonstrate proper care of instruments and classroom equipment.
- **Bring all necessary supplies to every rehearsal including instrument, music, pencil and any other necessary items.**
 - Including but not limited to, reeds, oil, mutes, cleaning rags, etc.
- **Remain a helpful, flexible student of good humor and agreeable attitude, willing to go the extra step to achieve excellence.**
 - Always be ready to help without being asked.
 - Take initiative to help keep the rehearsal room clean and well kept.
 - Be willing to help your peers and the Director with a cheerful attitude.

PARENT/GUARDIAN EXPECTATIONS

Parents play a crucial role in the success of students. In order for us to achieve that success, we must have parental support. This includes the following:

- Encouraging your musician to practice at home.
- Supporting and helping at important events/concerts.
- Providing private lessons whenever possible.
- Supporting the Director by enforcing student behavioral and attendance expectations.
- Attending the regular instrumental music boosters (CPIMB) meetings.

CO-CURRICULAR & EXTRA-CURRICULAR ACTIVITIES

The core of the CPHS instrumental music program consists of the seven regular class day ensembles – Wind Ensemble, Jazz Ensemble, Jazz Band, String Orchestra, Chamber Orchestra, Symphonic Band & Concert Band. All activities, concerts and events involved within these groups are considered “co-curricular,” meaning that they are a required integral part of the overall program. The term “extra-curricular” refers to additional performance opportunities such as in our Symphony Orchestra, as well as any tour or trip an ensemble may take. All students are encouraged to attend, audition and participate in extra-curricular activities including, but not limited to:

- MDUSD Honor Band/Orchestra.
- Contra Costa County Honor Band/Orchestra.
- CBDA All-State Honor Band/Orchestra.
- CMEA Solo & Ensemble Festival(s).
- Performance Tours/Trips.

WRITTEN ASSIGNMENTS

Students will be required to complete written assignments as part of a balanced music education. Assignments include:

Listening Guides

Students will listen to musical selections in class with a written listening guide to help guide their ear through the music. Class discussion will follow. A wide range of styles, periods and ensembles will be covered.

Performance Critique Essay

Each student will be required to attend an outside concert by a professional or semi-professional ensemble once per **semester**. Community ensembles, college ensembles and high school honor ensembles are acceptable. Students may also attend **ONE** regular school ensemble performance from another **high school** in or out of our district during the school year. Again, only one Performance Review may be used in that manner. See hand out for more info and due dates.

Music Theory & Composition/Transcription Assignments

Students that are proficient in reading and speaking in any language usually have had lots of practice writing in that language. Likewise, in order to become a proficient player, students must practice and understand writing down music. Assignments will include basic music theory concepts as well as more advanced concepts for more advanced players. While some music theory will be covered in performance ensemble classes, students wishing for the most in-depth study of music theory should consider taking AP Music Theory.

PERFORMANCES

Since all of the instrumental music courses at CPHS are “performance based,” students and parents must understand that the performance is at the center of what we do. Through performing music for an audience we are able to learn about music in a very personal way. Therefore, all performances are required. If a student must miss a concert or performance, the director must be notified at least **two weeks** prior to the absence so that necessary adjustments may be made in the ensemble. Students who fail to inform the director of an absence will suffer at least a **one full letter grade reduction**. All requests for absence from a performance are at the discretion of the Director.

GRADING POLICY – ALL ENSEMBLES:
Jazz Band, Jazz Ensemble, Concert Band, Symphonic Band, Wind Ensemble
String Orchestra, Chamber Orchestra

Grades will be calculated in the following manner:

- **Performances 30%**
 - Regular School Concerts
 - Off-Campus Festivals
 - Off-Campus Concerts/Performances

- **Playing Assignments 20%**
 - Tuning/Long-Tone Drills
 - Scales/Arpeggios
 - Music Parts
 - Sight-Reading
 - Physical Elements

- **Rehearsal Etiquette 20%**
 - The manner in which you conduct yourself before, during and after rehearsal will be factored into your grade. Students that are conscientious, well behaved, flexible and easy to work with will earn full credit.
 - Good Rehearsal Etiquette includes (but not limited to):
 - Entering and exiting the rehearsal room in a calm, orderly fashion.
 - Proper set-up/tear-down.
 - Remaining engaged in the rehearsal, even if the Director is not working with your section.
 - Playing with the conductor and not on your own – No practicing in class.
 - Keeping talking to a minimum.
 - Students will be able to earn 10 points per day, 50 points per week for Rehearsal Etiquette. Students may lose points in the following ways:
 - Music Folder left out: -5 points
 - Instrument left out: -5 points
 - Forgot music folder: -5 points
 - Forgot instrument: -10 points
 - Other disruptive, rude, defiant or poor behavior: -1 to -5 points at the discretion of the Director.

- **Sectionals 20%**
 - Students will be required to attend a sectional lead by either the Director or the Section Leader. A time and place will be decided by the group and everyone must attend.
 - At the end of each sectional, the Section Leader will turn in a “Sectional Form” to their Director to keep track of what was accomplished in the sectional.

- **Written Assignments 10%**
 - Performance Reviews
 - Music Theory Assignments
 - Composition/Transcription Assignments
 - Final Exam

Grading Scale:	90-100%	A	Excellent
(No + or - will be used)	80-89%	B	Above Average
	70-79%	C	Average
	60-69%	D	Below Average
	59% ↓	F	Failing

TARDY POLICY

College Park High School has a school-wide tardy policy that will be enforced:

- 3 Unexcused Tardies = Detention
- 2 more to equal 5 Unexcused Tardies = Saturday School
- After the 5th tardy & Saturday School, the consequences will alternate; every 3rd tardy is detention followed again by Saturday School at the 5th tardy.
- Tardies DO NOT reset at the Quarter or Semester.

TRIP ELIGIBILITY

All CPHS after school/extra-curricular eligibility rules apply. See CPHS planner/handbook for more info.

** **DISCLAIMER:** Please note that you and your student are **not required** to purchase, donate, or contribute any portion of the costs for any (field)trip. However, if you **voluntarily decide** to purchase, donate, or contribute any portion of the costs for the trip, your purchase, donation, or contribution will be applied to the overall budget for all students to participate in the field trip. Additionally, the staff is scheduling fundraising events in which you and/or your student will have the **option** to participate to help facilitate each student's attendance. It is not mandatory that you or your student participate in any of the fundraising event(s) as a condition for attending the (field)trip(s).

CHAIR PLACEMENT & PART ASSIGNMENTS

First semester chair placement will take place in Orchestra, Symphonic Band and Concert Band during the first two weeks of school in class (Wind Ensemble & Jazz Ensemble have a different method/time for auditions – see “Auditions”). Music for chair placement will be chosen from the repertoire being played in class as well as scales/arpeggios and sight-reading. First chair players will assume the role of Section Leader for their designated section. In Orchestra, the first chair violinist will assume the role of Concert Master/Mistress.

Part Assignments in all ensembles will be done by the Directors and monitored in consultation with the Section Leader. The Director reserves the right to shuffle or re-assign parts at any time during the semester. If needed, the Directors and Section Leader will have the authority to call a Sectional in which all members of that section must attend.

CHALLENGE AUDITIONS

Challenges will be allowed in all ensembles for those students wishing to move up in their section. Students may not challenge anyone more than two chairs higher than their own. Sight-Reading will be included in the Challenge Audition. The procedure for challenging will be as follows:

1. The student who wishes to challenge (challenger) must notify the Director of their intent to challenge. The Director will then notify the person being challenged (challenger) and schedule a challenge audition for both students. The actual challenge will take place at time when both students can attend and will be at least one week after the initial challenge notification.
2. After notification, the challengee has two days to select a portion of any music in their ensemble's folder. No more than 30 measures of prepared music will be allowed. Once a selection has been made, the challengee must inform the Director and challenger.
3. Both students practice the selected music in preparation for the scheduled Challenge Audition.
4. Both students attend the Challenge Audition. No-Shows constitute an immediate forfeit.
5. The Director determines a winner and that winner assumes the higher chair while the challengee assumes the lower chair. Seats change at the next class meeting.

Additional Information: In the case of a tie, there is no official winner and both students stay in their respective chairs. Both students involved in the Challenge Audition, regardless of the outcome may not challenge again for a period of two weeks. Challenge Auditions will not be scheduled immediately preceding significant performances and will be at the discretion of the Director.

WIND, CHAMBER & JAZZ AUDITIONS

Wind Ensemble & Chamber Orchestra

Auditions for Wind Ensemble and Chamber Orchestra will take place in May for the following fall semester. Audition requirements, times and procedures will be communicated to students in advance so that optimum preparation time will be allowed. The Wind Ensemble and Chamber Orchestra lists will be posted by the last day of school.

Jazz Ensemble Only (No audition required for Jazz Band)

Auditions for Jazz Ensemble will take place during the first two weeks of the new school year after school. Each student will need to sign up for an individual audition time in which the following will be required:

- Play two major scales of your choice (swung).
- Play a Dorian scale of your choice (swung).
- Play a prepared short jazz excerpt.
- Sight-reading

PERFORMANCE ATTIRE

All CPHS music students wear formal performance attire as follows:

All Bands & Orchestra

- Ladies: Formal black dress/gown, black close-toed shoes, limited jewelry; hair must be up or pulled back.
- Gentlemen: Full formal tuxedo (coat, pants, white tux-shirt, black bow-tie, black cummerbund, black socks/dress shoes, studs & cufflinks optional, no vest).

Jazz Ensemble/Jazz Band

- Ladies: Dress or skirt/blouse (female dress slacks ok), close-toed shoes, limited jewelry, hair must be up or pulled back.
- Gentlemen: Black slacks, button-up collared shirt with tie, black shoes/black socks, black coat (the tux coat works well).

In addition to the formal performance attire, all CPHS music students wear casual performance attire consisting of the following:

All Music Students, Bands & Orchestras

Purple College Park Band/Orchestra polo shirt, blue jeans, casual shoes. For band students at football games, the purple polo shirt is worn at all times. If weather is cool, students may wear a top layer (sweatshirt/jacket) of CP spirit wear or purple. When the Falcon Band plays at football games or other events, it is important to have a uniform look. The above guidelines will be followed closely.

DISCLAIMER: Please note that you and your student are **not required** to purchase, donate, or contribute any of the uniform items listed above. However, if you **voluntarily decide** to purchase, donate or contribute any of the uniform items, it is at your own discretion. Donated uniform items will be shared equally among all the students in the class in order for each student to participate in the planned performance activities. Please consider purchasing, donating, or contributing any item or monetary donation to your student's classroom that you feel is appropriate.

INSTRUMENT LOAN AGREEMENT & EQUIPMENT USE

It is the full responsibility of every music student to help care for and maintain all CPHS instruments and equipment. While some instruments and equipment are not new, it is still expected that every student will care for everything as if they were new. As money allows, we will begin to replace certain instruments and equipment that is beyond repair or its useful life. A high priority will be placed on the purchase and care of quality instruments and equipment for the CPHS Instrumental Music Program.

Likewise, Instrument Loan Agreements must be filled out and signed by the student, parent and either Director before a school owned instrument is checked out for the school year. Any student that had an instrument over the summer must re-check out that instrument if they intend to use it again. This will all take place within the first few days of each new school year. An Instrument Loan Agreement can be obtained from the Directors when instrument check out takes place in class.

CLASSROOM PROCEDURES

The following guidelines will be enforced at all times in the following areas of the Music Building unless given special permission by the Directors.

Main Classroom (M-1)

- No food (even at lunch & brunch).
- No storage of textbooks, sports equipment, clothes, projects or other personal items.
- All equipment items put away properly at the end of each class (i.e. Instrument, music folder).
- No writing on the chalkboard.
- No use of sink for dumping food items.
- M-1 and instrumental music side of music building will be closed every Wednesday at lunch.
- M-1 will be open most other days at lunch.

Music Library

- No student access at lunch & brunch.
- No food.
- Microwave & refrigerator are not for student use.

Practice Rooms

- No food.
- Practice rooms will remain for practicing.
- Practice rooms will be available most days at lunch & brunch (excluding Wednesdays)

STUDENT LEADERSHIP

Overview

Leadership positions for students help to advance the Instrumental Program by providing assistance to the Directors and service to other students. Student leaders are expected to be exemplary ensemble members who show a firm commitment to their assigned tasks and responsibilities.

There are three types of student leadership positions: **Student Conductors, Ensemble Managers** and **Section Leaders**.

Student Conductors

Students wishing to gain experience conducting may apply to become a Student Conductor. Student Conductors can be selected in Wind Ensemble, Symphonic Band and Chamber Orchestra. Student Conductors will be named by the end of September and will be regular members of the Instrumental Music Leadership Team. The Student Conductor's duties will be to assist the Director with regular rehearsals, large group sectionals, as well as serve as the conductor when the Director is absent. Students Conductors will also have the opportunity to conduct a piece of music at selected school concerts throughout the year. They will also assist the Director in choosing some repertoire for their respective ensemble.

Ensemble Managers

Ensemble Managers are selected by the Directors through an application process. These leaders assist the Director in activity planning, make suggestions for improving the experience of students and perform other tasks as requested by the Directors, most of which take place during class. Students wishing to be Ensemble Managers should enjoy researching and planning events and be willing to arrive early and stay late to ensure that all activities (concerts, fundraisers, trips) begin and end smoothly. Ensemble Managers will also assist the Director with classroom equipment and maintenance.

Section Leaders

For most sections of the ensemble, the Section Leader will be the person who is placed in the First Chair position after auditions. Section Leaders are outstanding musicians who assist the Director in identifying and correcting musical problems within the section. **Section Leaders do not serve on the Leadership Team.** The primary job of the Section Leader is to be the musical leader needed in their section.

CPIM Leadership Team

The College Park Instrumental Music Leadership Team will consist of Student Conductors and Ensemble Managers. While Section Leaders do not serve on the Leadership Team, they will be consulted as needed throughout the year. The Leadership Team will meet on occasion in M-1 at the discretion of the Directors. The Leadership Team will provide critical support for the Directors throughout the year and will assist with major events and concerts. This team will also be critical in the development of new ideas and further development of the student experience for the CPHS instrumental music program. The Leadership Team may also be called upon to assist the CP Instrumental Music Boosters (CPIMB) with any projects, fundraisers or other events.

COLLEGE PARK INSTRUMENTAL MUSIC BOOSTERS (CPIMB)

The College Park Instrumental Music Boosters, a 501(c)3 non-profit organization consists of parents showing support for all facets of the Instrumental Music Program. Through active fundraising and donations, parents provide a variety of resources for the program; the main areas being:

- Music purchase
- Instrument/equipment purchase
- Instrument repairs
- Festival fees and travel
- Clinician and teaching assistant stipends

Through participation, the Boosters provide practical assistance to students by helping to plan trips, chaperone events, maintain the facilities, and more.

The Boosters are led by the Board Officers, which include the elected offices of President, Vice President 1, Vice President 2, Treasurer and Secretary. Others assume responsibility for particular events or resources. The Directors of Instrumental Music communicate regularly with the CPIMB and the Board Officers to make known the financial and practical needs of the program.

COLLEGE PARK INSTRUMENTAL MUSIC BOOSTER BOARD

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Member-At-Large

Mary Gray
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DISCLAIMER: Please note that you and your student are **not required** to purchase, donate, or contribute any item or monetary donation associated with participating in the College Park Instrumental Music Program. However, if you **voluntarily decide** to purchase, donate or contribute any item or monetary donation associated with participation in the College Park Instrumental Music Program and provide them to the Director of Instrumental Music, the item or monetary donation will be shared equally among all the members of the College Park Instrumental Music Program in order for each student-musician to have the opportunity to participate. Additionally, the College Park Instrumental Music Program will be organizing fundraising events in which you and/or your student will have the **option** to participate to help raise money to support the College Park Instrumental Music Program. It is not mandatory that you or your student participate in any fundraising events as a condition of participation in the College Park Instrumental Music Program. Please consider purchasing, donating, or contributing any item or monetary donation to the College Park Instrumental Music Program that you feel is appropriate.