



Columbia
PUBLIC SCHOOLS
FINE ARTS

2024

6TH GRADE INSTRUMENT ENROLLMENT GUIDE

INSPIRE CREATIVITY



HOW TO ENROLL

- 1. Welcome:** Join the event in the cafetorium to watch an overview video. Alternatively, you can scan the QR code on the next page and watch the video on your own device.
- 2. Let's get started:** Use the map in the guide to locate the instrument demos' locations. You should visit each station to find the instrument that suits you.
- 3. Demonstrator Card:** Take a moment to complete the bottom of the demonstrator card. Write down your top two instrument choices. This will serve as a reference when completing the online enrollment form.
- 4. Online Enrollment Form:** Complete the online enrollment form. There will be teachers and volunteers available in the cafetorium to assist you with any questions you may have during the enrollment process.
- 5. You Are Done!:** Congratulations, you have officially registered for instrumental music.

Thank you for participating! We look forward to sending you more information as next year approaches. Should you need to leave early, you can complete the enrollment process from home via the QR links in this guide.

Letters regarding your official enrollment will be mailed to your home starting in March. The approved instrument will be noted in the letter and will welcome you to the 2024-2025 middle school band or orchestra program for which you are registered. There will also be contact details for your school's director and how or if you will need to obtain an instrument before the school year starts.

QR CODES AND LINKS



ENROLL HERE



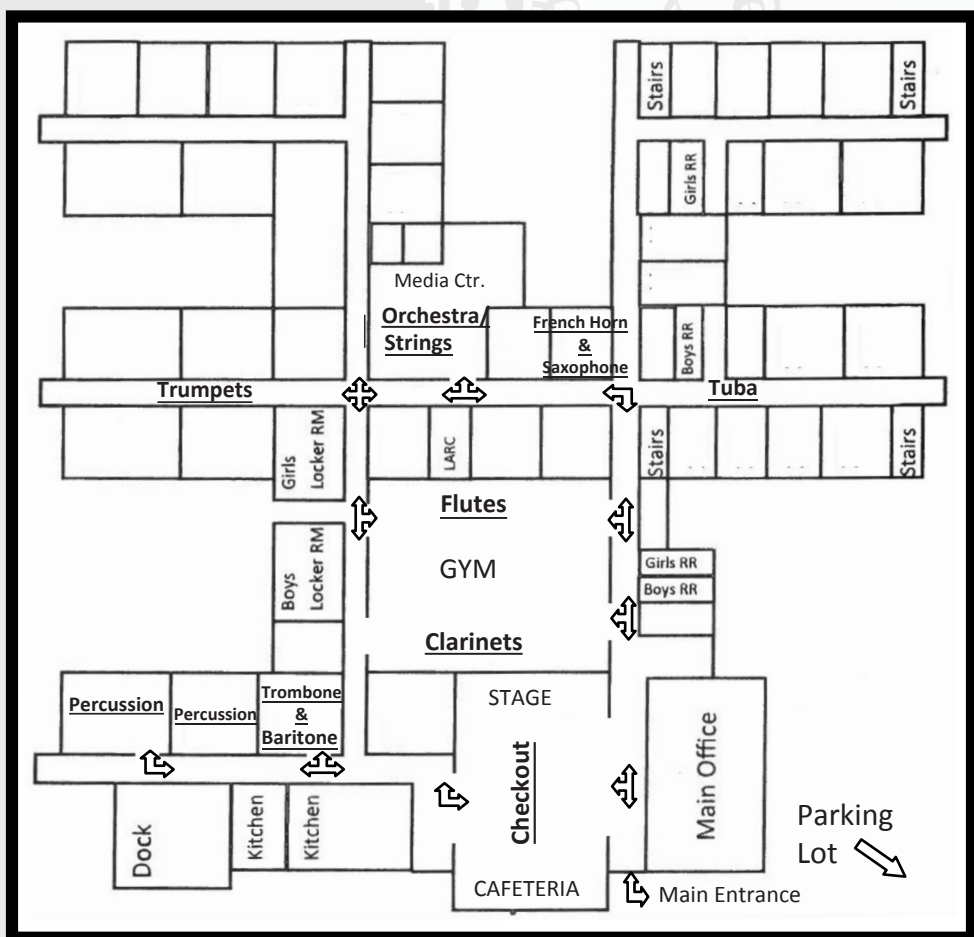
MORE INFORMATION

Gentry - Lange - Smithton

Building Map

&

Instrument Demo Location



DEMONSTRATOR AND PREFERENCE NOTES

STUDENT NAME _____

Student ID Number _____

Woodwind (Band)	High Brass (Band)	Low Brass (Band)	Strings (Orchestra)
Flute (Band) <input type="checkbox"/> Can produce an open headjoint sound <input type="checkbox"/> Can produce a low headjoint sound w/ end covered <input type="checkbox"/> Can produce a high headjoint sound w/ end covered	Trumpet (Band) <input type="checkbox"/> Can produce a buzz <input type="checkbox"/> Can match 1-2 partials (C and G) <input type="checkbox"/> Can match 3 partials and lip slur from top down (C-G-C)	Trombone (Band) <input type="checkbox"/> Can produce a buzz <input type="checkbox"/> Can match 1-2 partials (Low Bb and F) <input type="checkbox"/> Can match 3 partials and lip slur from top down (Bb-F-Bb)	Violin (Orchestra) <input type="checkbox"/> Can produce a sound with the bow <input type="checkbox"/> Can place fingers down on fingerboard to change pitch <input type="checkbox"/> Can hold instrument appropriately
Clarinet (Band) <input type="checkbox"/> Can form a characteristic embouchure <input type="checkbox"/> Can produce a characteristic tone <input type="checkbox"/> Can produce tone in all registers	French Horn (Band) (optional) <input type="checkbox"/> Can produce a buzz <input type="checkbox"/> Can match 1-2 partials (middle C and E) <input type="checkbox"/> Can match 3 partials (C-E-G)	Baritone (Band) (optional) <input type="checkbox"/> Can produce a buzz <input type="checkbox"/> Can match 1-2 partials (Low Bb and F) <input type="checkbox"/> Can match 3 partials and lip slur from top down (Bb-F-Bb)	Viola (Orchestra) <input type="checkbox"/> Can produce a sound with the bow <input type="checkbox"/> Can place fingers down on fingerboard to change pitch <input type="checkbox"/> Can hold instrument appropriately
Saxophone (Band) (Optional) <input type="checkbox"/> Can produce a sound on mouthpiece and neck <input type="checkbox"/> Can play B, A, G with appropriate sound <input type="checkbox"/> Can play 4th line D or higher with appropriate sound		Tuba (Band) (optional) <input type="checkbox"/> Can produce a buzz <input type="checkbox"/> Must play a low Bb, middle F too <input type="checkbox"/> Can match 3 partials and lip slur from top down (Bb-F-Bb)	Cello (Orchestra) <input type="checkbox"/> Can produce a sound with the bow <input type="checkbox"/> Can place fingers down on fingerboard to change pitch <input type="checkbox"/> Can hold instrument appropriately
Percussion (Band) <p>*All students who are placed in percussion class learn <u>both</u> xylophone and snare drum.</p> <p>Snare Drum and Xylophone:</p> <input type="checkbox"/> Achieves fluid wrist movement <input type="checkbox"/> Controls single strokes - no buzz strokes <input type="checkbox"/> Demonstrates coordination between hands & foot tap			
<p>Demo Completion Code: _____</p>			Bass (Orchestra) <input type="checkbox"/> Can produce a sound with the bow <input type="checkbox"/> Can place fingers down on fingerboard to change pitch <input type="checkbox"/> Can hold instrument appropriately
<p>Additional Notes:</p>			<p>Considering the information on this card and what you experienced, what are your top two instrument choices?</p> <p>_____</p>



*Thanks to Sweetwater for providing
instruments for enrollment night at no
cost to us.*



OVERVIEW

Instrumental Music in Columbia Public Schools



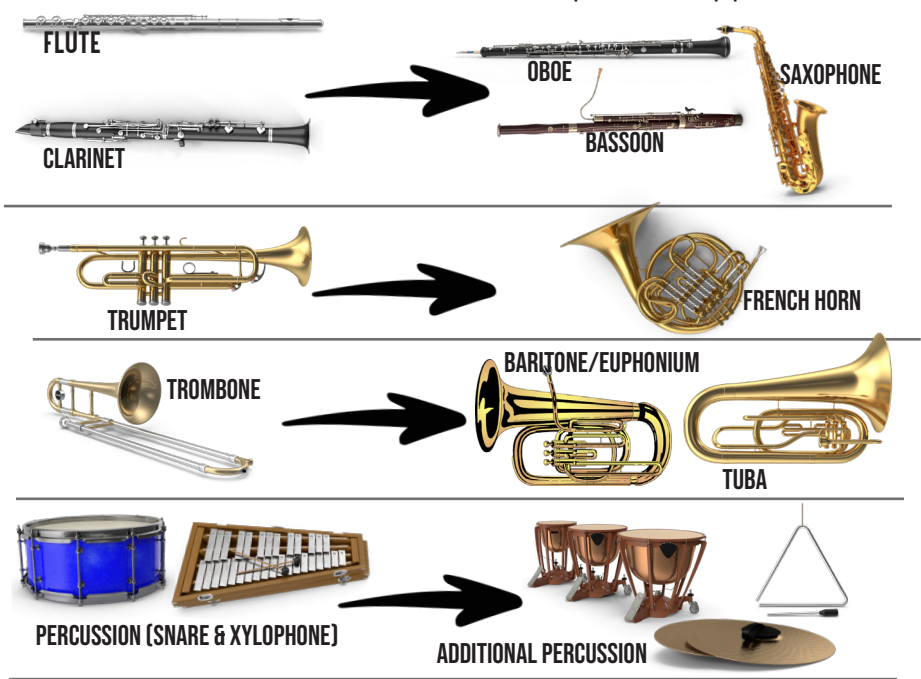
- There are currently 2000 students in the instrumental program in Columbia Public Schools, grades 6-12. The start point for both orchestra and band is in the fall of the sixth-grade year.
- Sixth grade is the only entry point into beginning instrumental study. Now is the time to sign up if you are interested.
- Daily classes with instrumental music specialists. Additionally, 6th-grade students meet several times after school to prepare as a group before a concert.
- Students begin their instrument studies by selecting from a limited set of instruments. They may choose either the Flute, Clarinet, Trumpet, Trombone, Percussion (Drums and Xylophone), Violin, Viola, Cello or Bass.
- Students who show interest and have aptitude on an expanded instrument may choose or be selected to transition to one of the expanded instrument options at the directors discretion. These instruments include French Horn, Saxophone, Oboe, Baritone, and Tuba.
- During the Try Me Out Nights, students will have a chance to explore a selection of expanded band instruments,(saxophone, French horn, baritone, and tuba). Depending on each school band's need and instrument availability, band directors may permit students to initiate their musical journey on one of these expanded instruments based on their try me out experience.
- Every effort will be made to assign a child their first instrument choice. However, each band or orchestra has instruments from all of the instrument families. A band isn't successful if it is only clarinets or trumpets. An orchestra isn't successful if it is just cellos or violins. Due to this need to have various instruments, a child may receive their second instrument choice.
- Instrumental music study should be available to every child that is interested and has a desire to learn. If acquiring an instrument presents any financial hardship we will work with you to obtain what you need. Reach out to your instructor for help or questions.
- Instructors and students utilize the latest in music technology software to aid in reading music and mastering instruments. Last spring, nearly 50% of the CPS 6th grade class enrolled in band or orchestra.
- Each consecutive year of instruction expands the horizon for CPS music students with new challenges, new friends, new opportunities, tremendous musical growth, and ever-expanding skills in teamwork, flexibility, problem-solving, communication, creativity, innovation, and achievement.

BEGINNING INSTRUMENTS

In Columbia Public Schools, the beginning band program follows an approach where students start with a limited set of instruments and are grouped into classes based on their instrument choices. This approach is designed to help students develop strong fundamentals, good habits, and enjoy their musical experience. However, to have great bands we eventually need all of the instruments available. If a student has their heart set on playing specific instruments such as the saxophone, French horn, baritone, or tuba, they should carefully consider which instrument to begin playing, as this initial choice will likely influence their musical journey in the program.

Beginning Band Choices

Later Expanded Opportunities



Orchestra Choices



[illegible]

CPS FINE ARTS ONLINE



CPS Fine Arts Website



www.cpsk12.org/finearts

Social Media



@cpsfinearts



CPS Fine Arts



CONTACTS



DISTRICT FINE ARTS OFFICE

1818 West Worely Street
Columbia, Missouri 65203
573-214-3936
Breana Kavanaugh
Director of Fine Arts
bkavanaugh@cpsk12.org



What is Music?

Music is Science

It is exact, specific, and it demands precise acoustics. A piece of music is a graph which indicates frequencies, intensities, volume changes, melody and harmony, within an exact control of time.

Music is Mathematical

It is rhythmically based on the subdivisions of time into fractions. It adds, subtracts, multiplies and divides.

Music is a Foreign Language

Most musical terms are Italian, German, or French in origin. Musical notation is its own language, a highly developed kind of shorthand that uses symbols to represent ideas. The language and symbol system of music is the most complete and universal language.

Music is History and Culture

Music reflects the environment and time of its creators, often even the country or ethnic feeling. It exposes students to a global art and helps them to feel a kinship with other cultures.

Music is Physical Education

It requires a learned and polished coordination of fingers, hands, arms, lips, cheeks, and facial muscles, in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets. Playing an instrument is a healthy physical activity!

Music is Art

Music gives us a language that cuts across the disciplines, helps us to see connections, and brings a more coherent meaning to our world. It provides training and an outlet for children who have a natural enthusiasm for life, a spark of creativity, and vivid imaginations. It develops sensitivities to both our inner and outer worlds.

MIDDLE SCHOOL

Gentry Middle School

Amber Blumberg, Band
ablumberg@cpsk12.org

Briana Frieda, Orchestra
BFrieda@cpsk12.org

Jefferson Middle School

Jaime Canepa, Band
jcanepa@cpsk12.org

Sophia Moore, Orchestra
somoore@cpsk12.org

John Warner Middle School

Josh Myers, Band
jomyers@cpsk12.org

Alison Lankheit, Orchestra
alankheit@cpsk12.org

Lange Middle School

Bill Strozier, Orchestra
wstrozier@cpsk12.org

Aaron Robertson, Band
arobertson@cpsk12.org

Oakland Middle School

Chris Farris, Band
cfarris@cpsk12.org

Kate Farris
kafarris@cpsk12.org

Smithton Middle School

Brooksie Collins, Band
bcollins@cpsk12.org

Elizabeth Sheets, Orchestra
esheets@cpsk12.org

West Middle School

Julie Swope, Band
juswope@cpsk12.org

Evan Wilde, Orchestra
ewilde@cpsk12.org



CURRENT RESEARCH

Children who take music lessons show different brain development and improved memory. The brains of musically trained children respond in a different way than those of untrained children. After one year the musically trained children performed better in a memory test that is correlated with general intelligence skills such as literacy, verbal memory, spatial processing, mathematics and IQ.

Students indicate that arts participation motivates them to stay in school, and that the arts create a supportive environment that promotes constructive acceptance of criticism and one in which it is safe to take risks.

Music study is linked to higher educational and financial attainment. Research confirms that music education at an early age greatly increases the likelihood that a child will grow up to seek higher education and ultimately earn a higher salary. If you want to be a CEO, college president, or even a rock star, the message from this survey is: take music.

The report of the new commission on the skills of the American workforce has released data that shows that high earnings are not just associated with people who have high technical skills.

In fact, mastery of the arts and humanities is just as closely correlated with high earnings, and, according to this study's analysis, that will continue to be true. History, music, drawing, painting, and economics will give our students an edge just as surely as math and science will.

Arts students outperform non-arts peers on the SAT exam. Students of the arts continue to outperform their non-arts peers on the SAT, according to reports by the College Entrance Examination Board. In 2006, SAT takers with coursework/experience in music performance scored 57 points higher on the verbal portion of the test and 43 points higher on the math portion than students with no coursework or experience in the arts.

Countries who require arts education outperform U.S. in math and reading. Hong Kong, Japan, Canada, Finland, and five other countries that consistently outperform us in math and reading all require extensive education in the arts without narrowing their curriculum, according to a new report from Common Core, a Washington, D.C., educational research and advocacy organization. For example, national guidelines in Hong Kong recommend that fourth-graders visit artists' studios and study great works of sculpture and painting; in Ontario, Canada, learning musical composition and conducting are standard for eighth-graders.



ART & DESIGN

This industry has one of the highest rates of self-employment. In the UK, with 28% of the workforce (designers and artists) working as freelancers.

CAREER PATHS

Graphic Designer
Art Auctioneer
Gallery Curator



PUBLISHING & MEDIA

Recently, employment in publishing & media has increased by 10%. In fact, 1/10 jobs held by UK graduates are in this area!

CAREER PATHS

Journalist
Editor
Music Critic



EDUCATION

People who work in education (especially teachers) have one of the highest rates of job satisfaction, in the UK 78% of teachers say they enjoy their job.

CAREER PATHS

Music Teacher
Private Tutor
University Lecturer

WHERE CAN MUSIC TAKE YOU?



PERFORMING ARTS

30% of people employed in the performing arts work as actors and musicians. By 2017 it's predicted that 30,000 more people will be needed in technical roles.

CAREER PATHS

Musician
Composer
Sound Engineer



ENTREPRENEURSHIP

The amount of people under the age of 35 who have started businesses has increased by 70% in the last few years. This includes 80,000 uni students!

CAREER PATHS

Social Entrepreneur
Business Entrepreneur
Project Entrepreneur



ADVERTISING & MARKETING

There are around 400,000 advertising and marketing jobs in the UK. Marketing is also one of the industries with the highest rate of job satisfactions.

CAREER PATHS

Copywriter
Public Relations Officer
Researcher



2023-24 PARTNERS



TITLE BooneHealth



COLUMBIA ORTHOPAEDIC GROUP



PRESENTING



PLATINUM

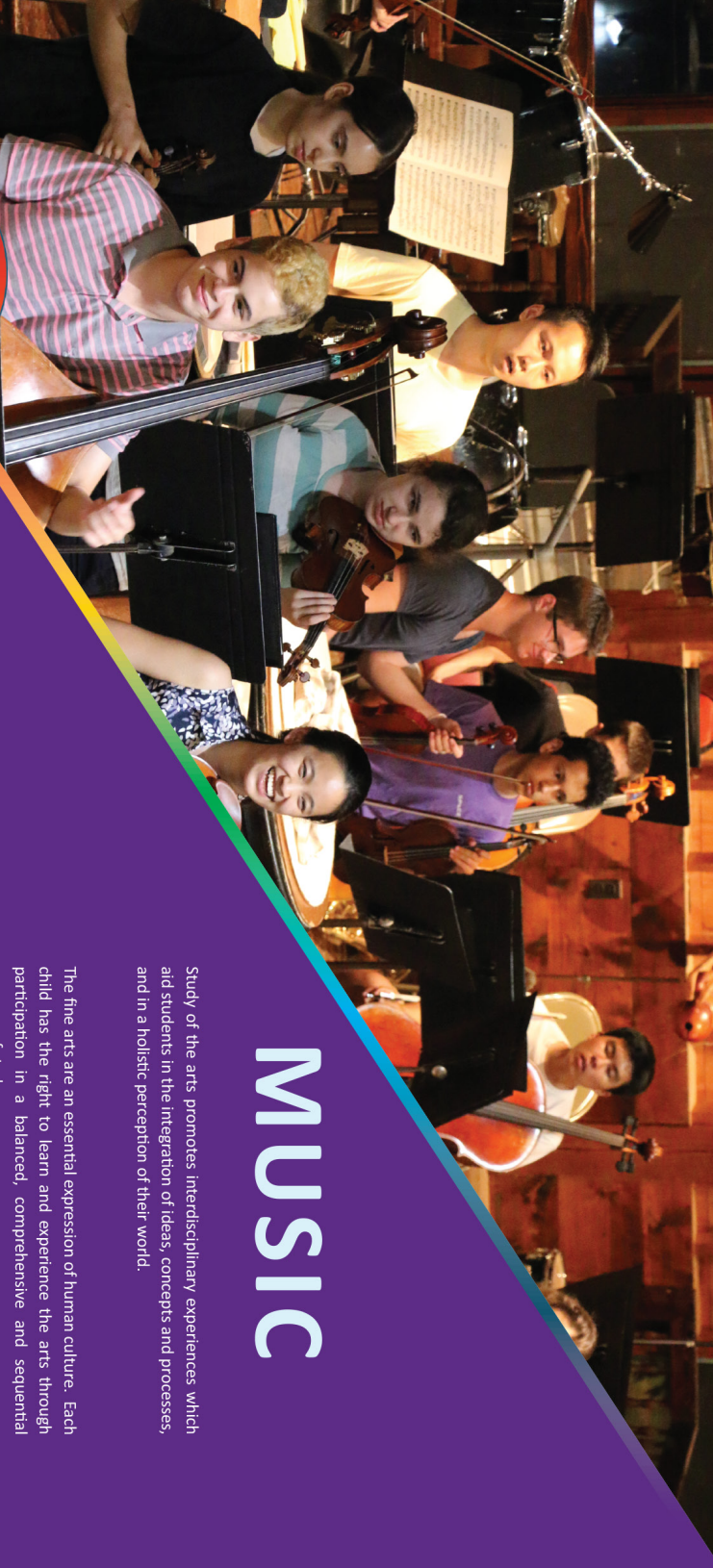


GOLD COLUMBIA LANDCARE ♦ THE CALLAWAY BANK
COLUMBIA PRINTING AND SIGN
EDUSTAFF
KONA ICE ♦ SOCKET



Columbia
PUBLIC SCHOOLS
FINE ARTS





MUSIC

Study of the arts promotes interdisciplinary experiences which aid students in the integration of ideas, concepts and processes, and in a holistic perception of their world.

The fine arts are an essential expression of human culture. Each child has the right to learn and experience the arts through participation in a balanced, comprehensive and sequential program of study.

The arts help to develop discrimination, experimentation, creativity, evaluation, social skills, teamwork and fosters aesthetic sensitivity. The fine arts unite the cognitive, affective and psycho motor domains as no other subjects can.

INSPIRE CREATIVITY