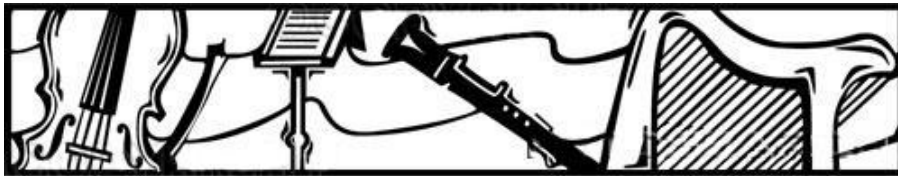


Saratoga Union School District Instrumental Music

5th Grade Beginning Instrumental Music Exploratory

JOIN THE FUN!



Learn to play one of four band instruments,
THEN one of the upper string instruments (violin or viola)!
Join one of the most fun educational communities in Saratoga (elementary through high school)!

"Without music, life would be a mistake." - *Friedrich Nietzsche*

When?



All during school!

(During in-school 5th grade music time;
no additional extracurricular sessions)

Materials?

Always bring on music days:
Your instrument (if not stored at school)
½-inch binder or folder with your music
Pencil



"When I hear people asking how do we fix the education system, I tell them we need to do the opposite of what is happening, cutting budgets by cutting music programs ... Nothing could be stupider than removing the ability for the left and right brains to function. Ask a CEO what they are looking for in an employee and they say they need people who understand teamwork, people who are disciplined, people who understand the big picture. You know what they need? They need musicians."

-Former Arkansas Governor Mike Huckabee, 2007



**Viola
Violin**



**The Year 1 "Big Four"
Euphonium/Baritone
Trumpet
Clarinet
Flute**

**The "Big Four" band instruments establish important fundamental skills
in learning the other instruments of band:
Oboe, Bassoon, Saxophone, French Horn, Trombone, and Tuba!**

Visit redwoodmusic.us to see all of the exciting things that our students do during the year and get more information on ***what you can be a part of!***

Stay updated! Visit saratogamusicboosters.org to stay up to date with everything that the Saratoga Music community has to offer – from elementary school to high school!

Want ***more information*** on what music teaches and the value it provides?
Check out AdvocacyForMusicEd.com.

"Students of music 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."

- The College Board, Profile of College-Bound Seniors National Report

"Data show 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 our 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."

- Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce

“How do I help support this program?”

While SEF donations support the SEF “General Music” program, SUSD’s band and orchestra programs are SMB-supported. There are two main ways in which families can directly support your child’s involvement in learning music this year.

Saratoga Music Booster (SMB) Donations

Of course, learning a musical instrument successfully requires an investment of both time and money. We have a requested contribution to help cover the costs of any instrumental music. Contributions are voluntary and do not affect any student’s eligibility in participating in any of our programs. Your \$250 donation supports bringing in professional specialists throughout the entire school year. These coaches will provide students with the highest quality of instruction possible to ensure the most successful experience for your child, particularly with group instruction occurring just once a week. Regardless of financial contribution, we welcome and invite any and all students to participate in our music programs.

All donations and contributions to SMB are tax-deductible and [company-matchable!](#)

To donate to SMB online and/or learn more, head to bit.ly/smbusd.

Instrument Use Contributions

Additionally, we are able to offer a school instrument of our recommendation to each student in order to ensure that every student has the opportunity to play on an instrument of quality and offset rental expenses for year 1. We request a voluntary donation of \$150 upon check-out of your student’s first instrument to assist us with costs of accessories and yearly cleaning and maintenance to prepare them for the next group of 5th grade students in following years. This helps us cover the total yearly costs of both their band and string instruments.

More information on instrument use contributions will be sent with the checkout forms.

Renting vs. Owning

** Do not buy instruments for year one!!! Always be sure to consult your music teachers or private instructor on brands and quality before making a purchase in the future. Price and manufacturer of instruments make a **huge** difference!*

Please note that we have quality and brand name instruments available to borrow from the school for students in this first-year program.

"WHY RENT FIRST WHEN I CAN PURCHASE AN INSTRUMENT INSTEAD (ESPECIALLY A CHEAP ONE FROM A REPUTABLE INTERNET VENDOR)?"

We understand that an instrument and music lessons are a significant investment and we always want to make sure that the equipment does not get in the way of all of that time that your students will invest in return.

Even from reputable online sites, I always take large retailer reviews with a grain of salt when it comes to instruments. The reviews can really come from anywhere and anyone. There are some off-brand instruments on Amazon and other sites that have quite positive ratings, though they've caused our own students a good amount of grief and frustration because the materials are so inexpensive. Even our smaller students could literally bend the metal pieces with their fingers! Many music repair technicians won't even work on them because they know that the fixes won't last long.

My best recommendation is to treat an instrument rental and/or eventual purchase like shopping for a new car. The well-known brands guarantee quality and reliability. When you're looking at a cheaper, "can't believe this great deal" type of instrument, especially an off-brand one, there is always a reason why it's so inexpensive.

Another common philosophy among families is the decision to purchase a cheap, off-brand instrument over renting because you don't know if your student will want to commit in the long-term. The issue with this approach is that a poor quality instrument (even a new one) can ruin the learning experience and thus affect their long-term enjoyment. Consider how your experience of learning to drive would have been different if you had done so in a car with consistent problems and recurring issues versus doing so in a solid, comfortable and safe vehicle, then how these issues and accidents could have affected your overall enjoyment of driving long after you received your license (let alone getting successfully one in the first place).

We absolutely recommend renting an instrument to start, as students learning an instrument for the first time will often accumulate those regular dents, scratches and mishandlings on their instruments as they learn to manage and manipulate it. Most stores will actually have a rent-to-own program, so if you do rent an instrument and decide that it's in a condition/you're happy with its condition, you can put the cost that you've paid for rental toward the purchase of it. At this point, some families will either choose to purchase the instrument, or return it and buy a better quality instrument, at which point in time their students would be more comfortable handling a more expensive and better-playing instrument. Each store will have its own details and "perks" for rentals and rent-to-own, so it may be worthwhile to check out a couple and see what they offer!

The Washington Post • “Lessons from the humanities and social sciences”

By Mary Sue Coleman and John L. Hennessy
November 14, 2013

*Mary Sue Coleman is president of the [University of Michigan](#).
John L. Hennessy is president of [Stanford University](#).*

Improving U.S. education in the [STEM fields](#) – science, technology, engineering and mathematics – has become a [popular cause](#). With U.S. competitiveness in the global economy at stake, educators and policymakers have championed increasing the number of college graduates in these fields, reducing attrition among students interested in STEM fields and even discounting college tuition for STEM students.

The overall objective is important. We – one of us a biochemist who leads a large, public university in the Midwest; the other a computer scientist who leads a private university in Silicon Valley – believe deeply that our country’s scientific and technological capacity is critical to its economic future.

But we also have cause for concern. Amid the push for science and engineering and the pervasive pressure on many students to obtain, above all else, career skills from their undergraduate education, our country risks marginalizing the humanities and social sciences. We cannot allow that to happen. These disciplines play an important role in educating students for future leadership and deal most directly with the human condition.

The [humanities](#) – history, literature, languages, art, philosophy – and the social sciences focus on the lasting challenges relevant to all of us: creating lives of purpose and meaning, appreciating diversity and complexity, communicating effectively with others and overcoming adversity. Ultimately, our ability to work meaningfully with others will determine the success of our enterprises, and that ability is honed through the humanities and social sciences.

That is why the humanities and social sciences are an essential part of undergraduate education. Most successful careers, including in technology and engineering, do not result simply from technical knowledge. They require leadership skills, social and emotional intelligence, cultural understanding, a capacity for strategic decision-making and a global perspective.

Put another way, success in life requires a sensibility about the world and one’s place in it that the humanities seek to cultivate, as well as an understanding of economic and societal context that the social sciences provide.

Surveys conducted this year for the national [Commission on the Humanities and Social Sciences](#) confirmed that most U.S. employers are looking for these broad-based benefits of a liberal arts education in their workers.

Leadership today requires addressing the challenges of an increasingly complex and interconnected world, whether the challenges are in business, health, education, technology, law, social justice, environmental protection or dozens of other fields. Most students today will have careers in multiple fields across the span of their lives. Our universities should develop students with skills and capacities that will serve them well in multiple settings and cultivate a passion for lifelong learning, which they will need to thrive in a world requiring constant adaptation.

One of the lesser-known stories in higher education is the extent to which the humanities and social sciences are evolving and innovating to meet this objective. Time-worn distinctions between “hard” and “soft” disciplines are blurring as faculty develop new ways of integrating technology into research, pull multiple disciplines together to solve problems, and apply the knowledge created to challenges in the broader world.

At Stanford, much of the academic enterprise is interdisciplinary, in areas as diverse as international studies, improving K-12 education and preserving our environment. In undergraduate education, all our students – including those in computer science, now the most popular major – receive a liberal arts education including a foreign language, courses in the humanities, social sciences, ethical reasoning and creative expression. Many students easily cross the boundaries between the STEM fields and the humanities and social sciences. We believe that such intellectual flexibility will have great value over their lifetime.

At Michigan, students in the STEM fields increasingly turn to minors in the humanities and social sciences, and humanities majors embrace minors in the natural and social sciences. Integrative courses allow students to explore and consolidate their degrees not in a specific major but in the liberal arts and sciences. Problem-based teaching demands that students learn and practice multi-sided approaches – sometimes in collaborative teams but also as individuals with the breadth of knowledge and mind to see the big picture.

It is easy, perhaps, for university presidents to say these things – even university presidents from the sciences and technology. We believe that the role and importance of the humanities and social sciences needs to be discussed elsewhere: at dinner tables where families talk about college and career choices and in Congress, statehouses and government agencies where funding decisions are made with an eye toward what is “useful.”

More than anything, we collectively need to get away from inflexible, binary choices. The crucial issue is not whether a student will be a “science and technology person” or a “humanities and social sciences person,” or whether one or the other is more important to preserving the United States’ global standing and maximizing a student’s job prospects. The critical issue is that a person needs both types of skills and knowledge to innovate and lead in a rapidly changing world.

Wired • “Teach kids creativity. Ultimately, machines will be better at coding”

by Tom Hulme
April 9, 2018

Tom Hulme is a general partner at GV, the venture capital arm of Google parent firm Alphabet.

"Deep machine learning will likely automate the writing of code relatively quickly. Creativity is going to be far more important in a future where software can code better than we can"

If you want to bring up a kid to be a successful investor or entrepreneur, the current education system says they should be studying STEM subjects, cramming facts and figures, and immersing themselves in coding class. I've spent my working life as an entrepreneur and investor - I've founded startups, and now invest across Europe for GV (the venture capital investment arm of Google) - but as a father, when I look at the way we're educating our kids, I think there's something missing.

Machines are already superintelligent on many axes, including memory and processing speed. Unfortunately, those are the attributes our education system currently rewards, with an emphasis on learning by rote.

It doesn't make sense to me. Part of my job as an investor is to attempt to predict the future - I need to make bets on the way we'll be behaving in the next two, five, ten and 20 years. Computers already store facts faster and better than we do, but struggle to perfect things we learn as toddlers, such as dexterity and walking.

We need to rethink the way we teach our children and the things we teach them. Creativity will be increasingly be the defining human talent. Our education system should emphasise the use of human imagination to spark original ideas and create new meaning. It's the one thing machines won't be able to do.

We should aim to teach our kids about the power of creativity in every area. Science and maths, which are often considered uncreative, have shaped human history with huge creative leaps. It was creativity that allowed Newton to discover gravity while observing a falling apple as he was thinking about the forces of nature.

Any job that involves repetition, and no creativity, is at risk of disruption - from performing calculations to reviewing forms to sorting machine parts, and eventually driving. Such roles are the easiest for machines to do far more efficiently than us. We should prepare kids for roles that are tougher to automate - roles like artists, caregivers, entrepreneurs or theoretical physicists at the edge of science.

Often these valuable leaps of creativity require base knowledge. Newton would certainly not have been equipped to 'discover' gravity without a phenomenal foundation in physics and maths. And as technology accelerates, we will need to learn continuously in order to keep this foundational knowledge.

For this reason, we should no longer expect kids to have only one intense period of education to prepare them for the rest of their lives. They will, and we all, need to learn continuously throughout life. It's more valuable to help children learn to love learning itself, to celebrate the journey rather than a single destination, than it is to force rote memorisation of information to be regurgitated in an exam and then forgotten.

It's not even clear that it's worth teaching kids how to code. Deep machine learning will likely automate the writing of code relatively quickly. While it's useful to know what comprises languages or algorithms, I suspect most of the latter will be written by machine against a specific human (or eventually machine) query. Creativity is going to be far more important in a future where software can code better than we can.

Similarly, we should continue to value learning other human languages, but as neural nets improve, I expect earbuds will offer real-time translation that's close to perfect within a decade or so. The real value of learning a second language will be more about understanding how people around the world think – a crucial responsibility for sharing the planet. Instead of glamorising memorisation and rote testing, we must place a greater emphasis on speed of learning, understanding context, being adaptable, and especially on how to frame the right question, whether as a search query, as a citizen in a democracy, or as a complex algorithm.

Machines only ever act on human instructions. Framing questions is therefore our opportunity to succeed or fail: ask a bad question, and you will get a bad answer. Ask a biased question, you will get a biased answer. Critical thinking and media literacy skills that help us to assess information sources should be embedded in school curricula.

We've seen the rise of filter bubbles and their effects, such as people socialising less with people unlike themselves. We are creating an empathy gap. The psychologist Carl Rogers said there are as many different perceptions as there are people in the world. And so the most important skill we can instill in our kids is empathy – a sense of shared humanity, and the ability to understand the needs and motivations of others. In an era when confirmation bias pulls us into homogeneous bubbles, it may be the toughest quality to nurture.

Empathy is critical to mitigating the negative impacts of all the technologies we currently rely on. It's increasingly critical for our kids, who will need empathy to create products and services that are useful and desirable for a world of customers unlike themselves.

The good news is that digital tools can help immensely to free us from rote thinking. But we should not rely on them to dominate how we learn and live. Recently, it's been reported that some expert technologists limit the time their kids use of digital devices. And it's not only kids: the designer of the Facebook 'like' button revealed that at his request, his assistant installed a parental control on his phone – to stop him from downloading more apps.

I understand this desire to balance out our reliance on too much technology. Let's take advantage of the remarkable capabilities in technologies we've developed – and at the same time, help ourselves and our kids strengthen and enhance our uniquely human qualities.