

Elementary  
Music  
Education in  
the Greater  
Sacramento  
Region



Presented by the Mandarins Music Academy  
Mandarins of Sacramento, Inc.  
A non-profit dedicated to  
Celebrating Youth and Transforming Lives  
through Performing Arts

September 2021

This white paper is intended to be a briefing about a new venture called the Mandarins Music Academy presented by the Sacramento Mandarins.

### **Mandarins Music Academy Mission:**

#### **To Give the Gift of Music to Children**

**To create *scholar musicians* by inspiring children to a life-long love of music.**

**The Mandarins Music Academy serves multiple purposes and provides benefits for everyone involved.**

#### **Students:**

Numerous studies have shown that students benefit greatly from music education early in their lives. They achieve higher test scores, have better attendance, have a social grouping in school, some have even said that music helps to shape the young brain (reference: Einstein). Not only does music enrich the students' lives, but it provides great social and academic benefits.

#### **Parents:**

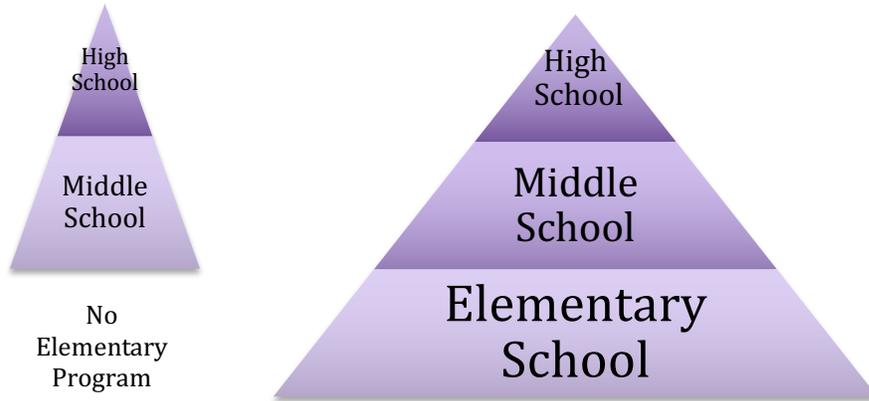
What is good for the student is good for the parents. As a parent you realize that as your child grows up you have a smaller and smaller influence over their lives. So one of the best ways you can continue to influence your child all the way through high school is to pick their friends by putting them in band. By having them in a music program you can rest assured that your child will be among driven, well-behaved, smart, focused students.

#### **Elementary School Administrator:**

While the benefits of elementary music education are known, in many elementary schools it is difficult to fit in a music program because of all of the competing demands. So having a program that can be run semi-independent of the normal curriculum provides the benefits without needing to sacrifice other academic programs.

**Middle School and High School Band Directors:**

Music students form a pyramid. Of those elementary school students a percentage of them bridge up to take music in the middle schools. Of the middle school students, only a percentage of them continue at the high school level. So in order to strengthen participation at the middle school and high school level, you must broaden participation at the elementary school level.



The health of a middle school and high school band program is directly influenced by the strength of the “feeder” elementary school band program

## Curriculum:

- **Music Education Articulation**  
The Mandarins Music Academy program is designed to dovetail to the middle school program. It is our aim that every student will be prepared to bridge over successfully into a middle school intermediate band program. In some cases, the more advanced students may successfully enter a middle school advanced program. This program should be thought of as the first two years of a student's eight-year curriculum that includes middle school and high school.
- **Methods Book**  
The book that we use is called Sound Innovations. This book is co-authored by Robert Sheldon, Peter Boonshaft, Dave Black and Bob Phillips. It was selected because it takes on a modern approach to teaching students from the very beginning level. The curriculum offers demonstrations by some of the finest musicians in the country and allows for online practice on a computer or cell phone.



- **Eligible instrumentation:**  
Flute, clarinet, alto sax, trumpet, trombone, percussion kit
- **Instrument Availability:**  
Students' parents are responsible for providing the instrument. Instruments can be either purchased or rented. The Mandarins provides low cost rental instruments at just the cost of maintenance and replacement cost. It is our belief that the instrument availability should not be a barrier to a student learning music. Students would also be responsible for providing their own music accessories (reeds, valve oil, etc) and music stands where needed. Our instrument partner is KHS, provider of Jupiter, Mapex and Majestic instruments.
- **Concerts (Winter/Spring)**  
The program is designed to have two main performances in the Winter (December) and in the Spring (May). The band will also conduct a performance as a school assembly in May.
- **Karate Belt Band Method:**  
The program will use a system called the Karate Belt Band Method. Students will be rated based on their demonstrated proficiencies. They are able to graduate to a new colored belt when they demonstrate those proficiencies. The "belts" will be ribbons that they can affix to their instruments. Currently we offer first degree belts for beginners and second degree belts for intermediate students.



**Band Karate** is a fun system designed to encourage you to practice and demonstrate your musical skills. Each **Karate Belt** will be more challenging, but will be within your grasp with some practice. To receive a **Karate Belt** you need to practice the requirements on your own and then set up a time to demonstrate your musical skills to your Music Director. When you achieve a new belt, you can tie it along with the others to your instrument. Have fun collecting all of the **Karate Belts!**

**Note:** All pieces must be performed with good tone, correct rhythm and correct notes

Belt									
Color	White	Yellow	Orange	Red	Green	Blue	Purple	Brown	Black
<b>Winds:</b> Flute Clarinet Alto Saxophone Trumpet Trombone	1. Assemble instrument properly 2. Demonstrate proper posture and playing position	1. Names and play the first five notes on your instrument 2. Perform #23 Merrily We Roll Along	1. Perform #25 Jingle Bells 2. Identify the composer of Jingle Bells 3. Explain what the symbol "C" means	1. Perform #32 Warm Up Chorale 2. Perform #35 Twinkling Stars 3. Explain a Tie and identify Breathe Marks	1. Perform #40 Technique Builder 2. Perform #51 Rhythm Round Up (A, B or C)	1. Perform #56 Skip to My Lou 2. Define Forte(f) and Piano(p)	1. Perform #64 Frere Jacques. 2. Define a Slur	1. Perform #69 Theme and Variation	1. Perform #72 Invaders 2. Perform #74 Stodola Pampa 3. Define allegro, crescendo and decrescendo
<b>Percussion:</b> Snare Xylophone	1. Assemble snare drum or bells and stand properly. 2. Show proper grip for sticks and mallets	1. Perform #9 A Breath of Fresh Air with proper stick and mallet technique	1. Perform #18 Hot Cross Buns 2. Perform #23 Merrily We Roll Along	1. Perform #32 Warm Up Chorale 2. Perform #35 Twinkling Stars 3. Define a Tie and identify Breathe Marks	1. Perform #40 Technique Builder 2. Perform #51 Rhythm Round Up (A, B or C)	1. Perform #56 Skip to My Lou 2. Define Forte(f) and Piano(p)	1. Perform #64 Frere Jacques. 2. Define a Slur	1. Perform #69 Theme and Variation	1. Perform #72 Invaders 2. Perform #74 Stodola Pampa 3. Define allegro, crescendo and decrescendo

- **Class sessions**

There are two levels of students: beginner and intermediate. The beginners are first year, regardless if they start in 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> grade. In the second year of instruction they would move to the intermediate level. The classes are one-hour long and are held twice per week. Realizing that some schools are on a track system, the classes would be held even while the students are off-track. It is expected that the students would attend when they are not on vacation out of town.

- **Example Schedule:**

School day ends at 2:30  
Class session 2:30 – 3:30

## Music Educators

- **Music Director (MD):**

Our Music Directors are dedicated to inspiring our students to begin a life long love of music. We employ dedicated and focused music educators. A successful candidate would have completed at least one year of undergraduate work in a qualified music education program. They will have taken music theory, have excellent proficiency in at least one instrument and will have demonstrated proficiencies in brass, woodwind and percussion. We will prioritize music education majors and those with teacher's credentials.

- **Music Advisor (MA)**

All of our Music Directors will report to a Music Advisor. The MA is an experienced music educator with years of band director experience. A typical MA will be retired, has a love of music and wants to continue to give back by inspiring new music educators and students. As such the MA will be responsible for teaching and coaching the Music Directors.

- **Background checks:**

All music educators are required to pass a background check through OneSource, which conducts national, state and county background checks.

- **“2 of 8” Curriculum**

The Music Academy is considered to be the first two years of a student's eight years of music education. The students will be prepared to bridge successfully to the middle school level and likewise to the high school level. A partnership is created with the middle school and band directors to ensure this articulation.

### Administration:

- **Naming:**

The elementary school band program is named the **The Mandarins Music Academy at William Land Elementary School.**

The name was selected to allow parents and school administration to recognize that the program is focused on music education.

The name also allows for further expansion. The name refers to elementary school band and choir programs. In the future it could include guitar classes, string ensembles, piano classes, etc.

- **Marketing**

The Mandarins Music Academy and the Music Director are responsible for marketing the music programs at the elementary schools. This would include website, flyer, poster, newsletter and information table support (aka Instrument Petting Zoo)

- **Registration**

All registration and payments are done online through our Mandarins website.

- T-shirts

Mandarins Music Academy t-shirts are provided to every student who is a member of the class. This is provided as part of their registration process. These t-shirts would serve as a uniform for any performances.

- **Fee payment systems**

Mandarins Music Academy provides the on-line system for paying on a semester or full year basis using a credit card. There is never any need for a Music Director to handle money.

- **Facility arrangements**

Mandarins Music Academy works with the elementary school principal and custodial staff to secure the multi-purpose room / cafeteria

- **Payroll**

Mandarins Music Academy administers payroll for all music educators and supervisors.

- **Insurance**

Mandarins Music Academy maintains liability, workers compensation and sexual harassment insurance.

### Tuition Amount:

- The objective of the Music Academy is to make music education as accessible to as many students as possible. Because of this philosophy we will do everything that we can to keep costs down, while creating a quality educational experience for all students.
- The Music Academy tuition is \$170 per half year or \$320 per year paid in advance.
- If the school PFO/PTO/PTA organization provides a scholarship, then the Mandarins will also match that scholarship in kind.

### COVID Protocol:

The Mandarins Music Academy will adhere to the COVID protocol as prescribed by the school district at that time. We are aware that the protocol changes over time and that we must stay in step with the changes that occur. At the time of this writing the Mandarins be observing the following protocol:

- All Mandarins staff will be fully vaccinated and will wear face masks while on campus.
- Students playing wind instruments (i.e. trumpet, trombone, clarinet, flute and saxophone) will use covers for the ends of their instrument. For example, bell covers will be used by the trumpet players. Students will also wear masks any times they are not actively playing their instruments.
- Students will sit with at least 3 feet of spacing between them.
- Regular use of hand sanitizer.

## **2021 – 2022 Academic Calendar**

### **First Semester:**

Start of First Semester – October 17, 2021

Thanksgiving Break – November 25-28, 2021

Winter Break – December 20- January 2, 2022

End of First Semester – January 28, 2022

### **Second Semester:**

Start of Second Semester – January 21, 2022

Spring Break – April 18-22, 2022 (may vary by district)

End of Second Semester – June 17, 2022