



HOPKINS JHS BAND & ORCHESTRA REGISTRATION INFORMATION 2018-2019 (for incoming 7th Grade Students)

Dear 6th Grade Parents,

I am the Director of Instrumental Music at Hopkins Jr. High School, and I invite all of you and your students to join the award-winning music program at Hopkins next year. *Even students who do not currently play a band or string instrument may begin learning and participate in the Hopkins Music Program in 7th grade.*

The following information is included in this packet:

- Info Regarding the “Music Scheduling Info Night” for Parents (p.3)
- Band/Orchestra Courses Offered at Hopkins (p.4)
- Music Program Awards and Student Accomplishments, including College Admissions (p.5)
- How to Enroll in Band/Orchestra Classes (p.6)
- Sample Schedules for Band Students (p.7) and Orchestra Students (p.8)
- What Do Universities Say About Music? (p.9)
- Why Take Music? Lots of Reasons! (p.10)
- University World Language Requirement & Music Scheduling Info (p.11-13)
- Youth Symphony Info for Orchestra/String Students (p.14)
- Info from Universities Regarding Admissions (p.15-18)
- Messages From Previous Music Students Now in College or Have Graduated from College (p.19)
- The “Music Intent Form” Required for Registration (p.20)

Why take music? There are many reasons including, but certainly not limited to the following:

🎵 **Higher scores on standardized tests.** Students in music classes in school tend to score higher on the SAT and other standardized tests. The College Board (administrator of the SAT) reports that students in music classes scored on average 57 points higher on the verbal portion and 43 points higher on the math portion of the SAT compared to students not in music classes.¹

🎵 **Colleges and Universities specifically look for music classes in reviewing high school transcripts.** Most colleges and universities specifically look for music classes on a student’s transcript during the admissions process, sometimes even before looking at “grade point average” (GPA). They look for students who “stand out” because they have something to offer the school. Music students who have played for at least 3 years in high school ensembles are automatically placed in this category!² Admissions officers value music classes very highly because these are the only classes through which students can demonstrate they have developed skills in group work, multi-tasking, spatial reasoning, mathematics, leadership, community spirit, and many other areas that clearly distinguish a student’s accomplishments beyond academics—these students “stand out.”

What about the Foreign Language Requirement? Many parents are concerned that students taking music in junior high will not meet the Foreign Language Requirement for college admission. This rumor is absolutely **FALSE**. Students can take music **and** meet the Foreign Language Requirement as many of my former students have over the years—and who are now attending colleges and universities. The University of California system

¹ See <https://www.nammfoundation.org/articles/2014-06-09/positive-influence-playing-music-youth> NAMM Foundation for Music Education

² Assuming all other entrance requirements are met.

requires two (2) years of foreign language—three (3) years is recommended. Students can take 3 years of foreign language classes in **high school** and still take band or orchestra from 7th through 12th grade as **hundreds** of students at Mission San Jose High School are currently doing. Admissions officers at several universities recommend that students with a choice between music and extra language classes at the *junior high level* should **ALWAYS** choose music! Continuous enrollment in music is valued by admissions officers much more highly than extra years of foreign language.³

How good is the music program? Hopkins Jr. High School has one of the strongest, largest, and highest quality music programs not only in the Bay Area, but in the State of California! Our band program has been one of the best for decades, consistently achieving the highest possible ratings at music festivals and 1st place awards at Music in the Parks Festival in Anaheim, California (“Disneyland” trip). The orchestra program, while relatively new, attained a meteoric rise to prominence. The Hopkins Advanced Orchestra is recognized as among the best middle school orchestras in California and received a perfect score of “100” at the Anaheim festival in Spring 2010, 2012, 2013, and 2014! The Hopkins Wind Ensemble was one of only 2 middle school bands in the entire state selected to perform at the California Music Educators Association State Conference in March 2010. In May 2017, the Hopkins Wind Ensemble and the Advanced Orchestra were among 6 high schools and 6 middle schools invited to participate in the All-State Band and Orchestra Festival in Sacramento. The panel of judges—college music professors—awarded only 6 groups with a “unanimous superior” rating (the highest achievement); Hopkins Jr. High took 2 of those 6 top ratings—one to our Wind Ensemble and the other to our Advanced Orchestra! ***The Hopkins Wind Ensemble & Advanced Orchestra are the ONLY groups of any kind to receive this “unanimous superior” rating at the All-State Festival every year since its establishment in 2013!***

I invite you and your student to join the music program and continue the amazing tradition of excellence and achievements of the Hopkins bands and orchestras. I am hosting a Junior High Music Scheduling Night for parents of all 6th grade students (incoming 7th grade students) on **Tuesday, February 27, 2018, 7:00 p.m., Room M-1, Hopkins Jr. High School.** A flyer with specific information is attached.

How do I take music at Hopkins?

- Students **must list Band or Orchestra as their “1st Choice”** to be enrolled in music classes. Students who list music as a later choice **will not** be enrolled in music. Many students plan to take music, but are excluded because it is not selected as their **1st choice** on their school elective sheet.
- Students interested in taking music classes at Hopkins must return the attached “Music Class Intent Form” along with their 7th grade registration packet. This intent form will assure that students are placed into the correct level of band or orchestra. The registration procedure is explained in more detail on the following pages.

Please read through the music course descriptions and other information in this packet, and talk about them with your son or daughter. If you decide to join our music program, please follow the registration procedure described in this packet. If you have any questions at all about the music classes or the program in general, please do not hesitate to contact me. The best way to reach me is by email at gconway@musicathopkins.com.

Also, new this year: you may reach out to our volunteers (parents) at volunteers@musicathopkins.com if you have questions about enrolling your student in Band or Orchestra. Thank you!

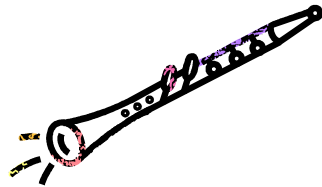
Musically,

Gregory Conway
Director of Instrumental Music
Hopkins Jr. High School
gconway@musicathopkins.com

³ See attached E-mail from H. Cheng, Admissions Advisor, Haas School of Business, UC Berkeley; E-mail from J. Kralick, Admissions Counselor, Office of Undergraduate Admission, Stanford University.

Hopkins JHS Music Department Presents:

Junior High Instrumental Music Scheduling Information Night 2018-2019



FOR PARENTS OF:

**all 6th grade students currently in
Beginning, Intermediate, or Advanced
Elementary Bands and/or Orchestras**

AND

**all other 6th grade students interested in participating in
Band/Orchestra classes at Hopkins JHS,
including students who have NEVER played an instrument!**

Tuesday, February 27, 2018

Hopkins Jr. High School

7 p.m. – Room M-1



Topics include: Hopkins Band/Orchestra Classes offered for 2018-2019, scheduling options for music students, how to register for music classes at Hopkins, audition information for “advanced” Hopkins ensembles, & the many benefits of participating in music throughout junior high and high school!

Former music parents will be on hand to answer questions!

Hopkins Junior High School – Music Dept. Course Descriptions 2018-19

Please read through these courses and fill out the attached “Music Intent” form.

BAND

Symphonic Band/Wind Ensemble (Advanced)

Symphonic Band & Wind Ensemble are for 8th graders who have played 3-4 years on their instrument. **Each is a full year elective, and the student must have instructor consent to enroll.** Special accommodations can be made for 7th graders who are **advanced** on their instrument. Both the Symphonic Band and the Wind Ensemble perform at very high levels and guide students to a new level of musicianship. Students have many local performance opportunities during the year. They will also travel to Anaheim, CA (Disneyland) for a music festival, as well as participate in a local CMEA Band Festival. *Wind Ensemble is a very advanced band class, which performs at the highest level possible for middle school students.*

Concert Band (Intermediate)

Concert Band is designed for 7th and 8th graders with 1-3 years experience on their instrument. **It is a full year elective.** Students must have completed at least one year’s study on a band instrument (*or have director’s approval*). **Students currently in the Advanced Elementary Band are automatically qualified to enroll in this class.** The class concentrates on teaching students the many aspects of performance and playing in band on a daily basis by using method books and performance literature. Students will perform in at least two concerts on campus during the year. They will also travel to the local CMEA Band Festival and participate in a festival as part of a day trip to Great America in Santa Clara, CA.

Beginning Band

Beginning Band is for 7th graders who have **no experience** on a band instrument (or ANY instrument!). **It is a full year elective.** Students are introduced to the instruments of the band and will learn the basics of their new instrument and basic music theory. Students will perform in at least two concerts on campus during the school year. **Students who only have experience on PIANO should register for this class.** ***Beginning Band students are often included in Concert Band depending on enrollment.***

STRING ORCHESTRA

Advanced Orchestra

Advanced Orchestra is for 8th graders who have played 3-4 years on their instrument and at least one year of orchestra at Hopkins. **It is a full year elective and requires instructor’s approval for the student to enroll.** Special accommodations can be made for 7th graders who are **advanced** on their instrument. The Advanced Orchestra performs at a very high level and guides students to a new level of musicianship. Students have many performance opportunities during the year. They will also travel to Anaheim, CA (Disneyland) for a music festival, as well as perform for a CMEA Festival in the spring. **Full Orchestra (or “Symphony Orchestra”)** will be made up of selected members of this ensemble and selected members of Wind Ensemble. Full Orchestra rehearsals will take place approximately twice per month outside of the regular school day. **For the past several years, the Advanced Orchestra has been the “Best Middle School String Orchestra” in California!**

Intermediate Orchestra

The Intermediate Orchestra is open to both 7th and 8th graders who have played Violin, Viola, Cello, or String Bass (NOT electric bass!) for at least 2 years (*or who have director’s approval*). The class **is a full year elective**, and will focus on improving technique through the use of method books, large ensemble work through a wide variety of literature, and the opportunity to participate in small string ensemble groups as well. Students will perform in several concerts throughout the year including a CMEA Festival in the spring and a festival as part of a day trip to Great America in Santa Clara, CA.

JAZZ (Requires concurrent enrollment in BAND or ORCHESTRA.)

Jazz Ensemble (Advanced)

Jazz Ensemble is open **ONLY to Symphonic Band/Wind Ensemble/Advanced Orchestra members by audition.** It meets before school every day from 7:15-8:10am. Instruments included are: Saxophone (Alto, Tenor, and Baritone), Trumpet, Trombone, Electric Bass, Piano, Vibraphone, and Drum Set. It is a full year program, and they perform at many school events in addition to at least three on-campus concerts. The Jazz Ensemble also travels to several local jazz festivals, as well as Anaheim/Disneyland for the Music in the Parks Festival. Auditions for this class will be held in early September.

Jazz Workshop (Intermediate)

Jazz Workshop is open **ONLY to Wind Ensemble, Symphonic Band, Concert Band, and Orchestra members.** It meets after school two or three days per week from 2:35 – 3:15 pm. Instruments included are: Saxophone (Alto, Tenor, and Baritone), Trumpet, Trombone, Electric Bass, Piano, Vibraphone, and Drum Set. Other instruments may be accepted on a case-by-case basis. It is a full year program, and they perform in at least 2 on-campus concerts. The Jazz Workshop may also travel to local jazz festivals. Auditions may be required for this class. Registration for this class will take place in the fall.

HOPKINS JR. HIGH SCHOOL MUSIC DEPARTMENT
Awards, Honors & Student Accomplishments 2006-2017

BAND PROGRAM

Wind Ensemble

- ✧ “Featured Performer” at California All-State Music Education Conference, March 2010. 1 of only 2 bands invited statewide and the ***first*** music group from Fremont to ever perform at a State Conference!
- ✧ “Unanimous Superior” (highest possible rating) at CMEA All-State Band/Orchestra Festival, May 2013, May 2014, May 2015, May 2016, & May 2017. Our Wind Ensemble was 1 of only 7 groups in 2017, which included high school groups, from throughout California to achieve this rating—the Hopkins Advanced Orchestra also achieved this top rating!
- ★ ***Symphonic Band/Wind Ensemble*** – 21 “Superior” ratings and “1st Place” awards at Music in the Parks Disneyland Festival (2006-2017)
- ★ ***Concert Band*** – 9 “Superior” ratings and “1st Place” awards at Music in the Parks Great America Festival (2008-2017)
- ★ Hopkins Bands consistently have the highest number of students from any school in Northern California selected for the All-State JHS Honor Band (19 students in 2017)—this is a statewide honor of distinction.
- ★ Hopkins Bands consistently have the highest number of students from any school accepted to the All-Northern California JHS Honor Band (46 students in 2017)—these are among the best student band musicians from all of Northern California.
- ★ Hopkins Bands – 17 “Unanimous Superior” (highest possible rating) at CMEA Bay Section Festivals

ORCHESTRA PROGRAM

Advanced Orchestra

- ✧ “Featured Performer” at California All-State Music Education Conference, February 2012 & again February 2017 (only orchestra accepted statewide for this performance each time!)
- ✧ “Unanimous Superior” (highest possible rating) at CMEA All-State Band/Orchestra Festival, May 2013, May 2014, May 2015, May 2016, & May 2017. 1 of only 7 groups to achieve this rating statewide in 2017. Hopkins Wind Ensemble also achieved this rating!
- ★ ***Advanced Orchestra*** – 11 “Superior” ratings and “1st Place” awards at Music in the Parks Disneyland Festival (2006-2017), including 4 “Perfect” Scores of “100” in 2010, 2012, 2013, and 2014 (only 5 Perfect Scores have ***ever*** been awarded since 1990—and Hopkins achieved 4 of them!)
- ★ ***Intermediate Orchestra*** – 10 “Superior” ratings and “1st Place” awards at Music in the Parks Great America Festival (2008-2017)
- ★ Hopkins Orchestras – 19 “Unanimous Superior” (highest possible rating) at CMEA Bay Section Festivals (2007-2017)
- ★ Hopkins Orchestras consistently have the highest number of students from any school accepted to the All-State JHS Honor Orchestra (8 students in 2017)—this is a statewide honor of distinction.

JAZZ PROGRAM

- ★ Hopkins Jazz Ensemble – 7 “Unanimous Superior” (highest possible rating) at CMEA Bay Section Festivals (2009-2017)
- ★ Hopkins Jazz Ensemble – 11 “Superior” ratings and “1st Place” awards at Music in the Parks Disneyland Festival (2006-2017)

Hopkins Music Program participants have been accepted to these Colleges/Universities after completing High School (2011-2017) ... *this is only a partial list:*

In State:

Biola University
Cal Poly
California Institute of Technology (Caltech)
Occidental College
Pepperdine University
Pomona College
Saint Mary’s College
Santa Clara University
Stanford University
University of San Francisco
University of Southern California (USC)
University of the Pacific (UOP)
University of California:
Berkeley Riverside
Davis San Diego
Irvine Santa Barbara
Los Angeles Santa Cruz
Merced

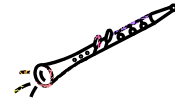
Out of State:

Arizona State University
Boston University
Brown University
Carnegie Mellon University
Case Western University
Duke University
Georgia Tech University
Gonzaga University
Harvard University
Johns Hopkins University
Massachusetts Institute of Technology (MIT)
New York University (NYU)
Northwestern University
Princeton University
Purdue University
St. John’s University
Southern Methodist University
Swarthmore College
University of Chicago
University of Hawaii
University of Illinois at Urbana-Champaign
University of Miami
University of Michigan
University of Minnesota
University of North Carolina
University of Pennsylvania
University of Rochester
University of Washington
Yale University

How to Enroll in Hopkins JHS Music Classes 2018-2019

(For Incoming 7th Grade Students)

BAND



“Band” instruments are as follows: flute, oboe, clarinet, bass clarinet, bassoon, saxophone, trumpet, French Horn, trombone, baritone, tuba, percussion.

Beginning Band:

Who: Students who have **never** played a “band” instrument. (Students who have only played piano should register for this class.)

No music experience is needed for this class.

Procedure:

- Mark “Beginning Band” on the Hopkins JHS Registration Form as your “1st Choice Elective.”
- Fill out the attached “Music Class Intent Form” (last page of this packet) and submit with registration packet (or mail to Hopkins JHS Music Department).

Concert Band (Intermediate Level):

Who: Students who have been playing their BAND instrument for **at least 1 year** OR who are currently in the *Advanced Elementary Band*.

Procedure:

- Mark “Band” on the Hopkins JHS Registration Form as your “1st Choice Elective.”
- Fill out the attached “Music Class Intent Form” (last page of this packet) and submit with registration packet (or mail to Hopkins JHS Music Department).

Symphonic Band OR Wind Ensemble (Advanced Level):

Who: Students who have been playing their BAND instrument for **at least 1 year** AND who are at an “advanced” proficiency level on their instrument. This typically involves studying the instrument outside of school in addition to school groups. Some students may receive a “director’s recommendation” to audition for these classes on certain instruments. *There is limited space for 7th grade students in Symphonic Band & Wind Ensemble based on instrumentation. All students who audition and are not accepted into Sym. Band or Wind Ens. will be placed into Concert Band.*

Procedure:

- Mark “Band” on the Hopkins JHS Registration Form as your “1st Choice Elective.”
- Fill out the attached “Music Class Intent Form” (last page of this packet) and submit with registration packet (or mail to Hopkins JHS Music Department).
- Visit www.musicathopkins.com to download the audition requirements (scales and music selection) for your instrument AND to sign up for an audition time.

ORCHESTRA



“Orchestra” instruments are as follows: violin, viola, cello, string bass.

Intermediate Orchestra:

Who: Students who have been playing their ORCHESTRA instrument for **at least 2 years** OR who are currently in the *Intermediate or Advanced Elementary Orchestras*. (*Others may be accepted with director’s approval.*)

Procedure:

- Mark “Orchestra” on the Hopkins JHS Registration Form as your “1st Choice Elective”.
- Fill out the attached “Music Class Intent Form” (last page of this packet) and submit with registration packet (or mail to Hopkins JHS Music Department).

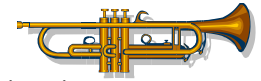
Advanced Orchestra:

Who: Students who have been playing their ORCHESTRA instrument for **at least 3 years** AND who are at an “advanced” proficiency level on their instrument. Some students may receive a “director’s recommendation” to audition for this class on certain instruments. *There is limited space for 7th grade students in Advanced Orchestra based on instrumentation. All students who audition and are not accepted into Advanced Orchestra will be placed into Intermediate Orchestra.*

Procedure:

- Mark “Orchestra” on the Hopkins JHS Registration Form as your “1st Choice Elective”.
- Fill out the attached “Music Class Intent Form” (last page of this packet) and submit with registration packet (or mail to Hopkins JHS Music Department).
- Visit www.musicathopkins.com to sign up for an audition time. *Students will need to perform a piece of their choosing to demonstrate their ability level and will be asked to sightread a music selection at their audition.*

Can you take BAND at Hopkins JHS and Mission San Jose HS, and still meet all college/university entrance requirements? YES...Here's one way!



These are only sample schedules! There are many variations. AP/Honors class may be substituted in 11th/12th grade for many classes.

7th Grade	College Prep	10th Grade	College Prep
<u>Class</u>	<u>Units</u>	<u>Class</u>	<u>Units</u>
Math-Fall*	0	Math-Fall*	5
Math-Spring*	0	Math-Spring*	5
English-Fall*	0	English-Fall*	5
English-Spring*	0	English-Spring*	5
Science-Fall*	0	Science-Fall*	5
Science-Spring*	0	Science-Spring*	5
PE-Fall*	0	Band-Fall	5
PE-Spring*	0	Band-Spring	5
History-Fall*	0	History-Fall*	5
History-Spring*	0	History-Spring*	5
Band-Fall*	0	World Language 2-Fall	5
Band-Spring*	0	World Language 2-Spring	5
		Marching Band (PE)-Fall*	5
8th Grade	College Prep	11th Grade	College Prep
<u>Class</u>	<u>Units</u>	<u>Class</u>	<u>Units</u>
Math-Fall*	0	Math-Fall*	5
Math-Spring*	0	Math-Spring*	5
English-Fall*	0	English-Fall*	5
English-Spring*	0	English-Spring*	5
Science-Fall*	0	Science-Fall	5
Science-Spring*	0	Science-Spring	5
PE-Fall*	0	Band-Fall#	5
PE-Spring*	0	Band-Spring#	5
History-Fall*	0	History-Fall*	5
History-Spring*	0	History-Spring*	5
Band-Fall*	0	World Language 3-Fall#	5
Band-Spring*	0	World Language 3-Spring#	5
		Marching Band (PE)-Fall*	5
9th Grade	College Prep	12th Grade	College Prep
<u>Class</u>	<u>Units</u>	<u>Class</u>	<u>Units</u>
Math-Fall*	5	Math-Fall	5
Math-Spring*	5	Math-Spring	5
English-Fall*	5	English-Fall*	5
English-Spring*	5	English-Spring*	5
Science-Fall*	5	Science-Fall	5
Science-Spring*	5	Science-Spring	5
Band-Fall	5	Band-Fall#	5
Band-Spring	5	Band-Spring#	5
Health*	0	Government*	5
Geography*	0	Economics*	5
World Language 1-Fall	5	World Language 4-Fall# OR College Prep Elect.-Fall	5
World Language 1-Spring	5	World Language 4-Spr# OR College Prep Elect.-Spr.	5
Marching Band (PE)-Fall*	5	Marching Band (PE)-Fall*	5
TOTAL COLLEGE PREP UNITS			250

* = Course Required by Fremont Unified School District for High School Graduation
 # = Eligible for College Class Credit through Ohlone College

*5 High School Course Units = 1 Semester; 10 Units = 1 Full Year
 (The University of California System requires 150 College Prep Units for admission.)*

Can you take STRING ORCHESTRA at Hopkins JHS and Mission San Jose HS, and still meet all college/university entrance requirements? YES...Here's one way!



These are only sample schedules! There are many variations. AP/Honors class may be substituted in 11th/12th grade for many classes. **Many Orchestra students take one or more years of Foreign Language outside of school, which allows for even more scheduling options! (There are many options for doing this!)**

7th Grade	College Prep	10th Grade	College Prep
<u>Class</u>	<u>Units</u>	<u>Class</u>	<u>Units</u>
Math-Fall*	0	Math-Fall*	5
Math-Spring*	0	Math-Spring*	5
English-Fall*	0	English-Fall*	5
English-Spring*	0	English-Spring*	5
Science-Fall*	0	Science-Fall*	5
Science-Spring*	0	Science-Spring*	5
PE-Fall*	0	Orchestra-Fall	5
PE-Spring*	0	Orchestra-Spring	5
History-Fall*	0	History-Fall*	5
History-Spring*	0	History-Spring*	5
Orchestra-Fall*	0	World Language 3-Fall#	5
Orchestra-Spring*	0	World Language 3-Spring#	5
8th Grade	College Prep	11th Grade	College Prep
<u>Class</u>	<u>Units</u>	<u>Class</u>	<u>Units</u>
Math-Fall*	0	Math-Fall*	5
Math-Spring*	0	Math-Spring*	5
English-Fall*	0	English-Fall*	5
English-Spring*	0	English-Spring*	5
Science-Fall*	0	Science-Fall	5
Science-Spring*	0	Science-Spring	5
PE-Fall*	0	Orchestra-Fall#	5
PE-Spring*	0	Orchestra-Spring#	5
History-Fall*	0	History-Fall*	5
History-Spring*	0	History-Spring*	5
Orchestra-Fall*	0	PE-Fall*	0
Orchestra-Spring*	0	PE-Spring*	0
World Language 1-Fall+	5		
World Language 1-Spring+	5		
9th Grade	College Prep	12th Grade	College Prep
<u>Class</u>	<u>Units</u>	<u>Class</u>	<u>Units</u>
Math-Fall*	5	Math-Fall	5
Math-Spring*	5	Math-Spring	5
English-Fall*	5	English-Fall*	5
English-Spring*	5	English-Spring*	5
Science-Fall*	5	Science-Fall	5
Science-Spring*	5	Science-Spring	5
Orchestra-Fall	5	Orchestra-Fall#	5
Orchestra-Spring	5	Orchestra-Spring#	5
World Language 2-Fall	5	Government*	5
World Language 2-Spring	5	Economics*	5
PE-Fall*	0	Health*	0
PE-Spring*	0	Geography*	0
		TOTAL COLLEGE PREP UNITS	220

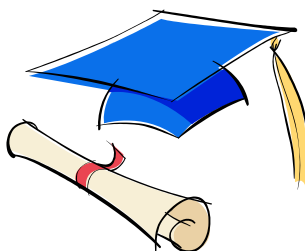
*** = Course Required by Fremont Unified School District for High School Graduation**
= Eligible for College Class Credit through Ohlone College
+ = 8th Grade "Orchestra" Students ONLY are allowed the option of taking an extra class to accommodate foreign language requirements for college admissions.

5 High School Course Units = 1 Semester; 10 Units = 1 Full Year
(The University of California System requires 150 College Prep Units for admission.)

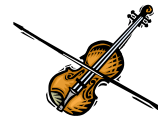
WHAT DO UNIVERSITIES SAY ABOUT MUSIC?



1. The College Board, the administrator of the SAT Test, identifies the arts (including music) as **one of the 6 areas that students should study** in order to succeed in college.
2. University admissions officers **clearly state** that students who participate in arts classes continually through high school have an advantage over students who do not when applying for high-end schools.
3. **During the admissions process**, colleges and universities look for students who “stand out” and who have something to offer to the campus. Music students who have played for at least 3 years in high school ensembles are **automatically** placed in this category (assuming they have met all other university entrance requirements).
4. **Continuous enrollment in music** is valued by colleges and universities much more highly than extra years of foreign language classes. Students having to choose between music and extra language classes **at the Junior High level** should ***ALWAYS*** choose music according to admissions officers of several universities. Language requirements can be met in high school along with music classes.
5. Playing an instrument well **can help a student get into a university** if they are willing to play in the university’s ensembles. Students do not have to be a music major to take advantage of this. All universities have to have enough musicians on each instrument to feature high-level performing groups. University band and orchestra directors will find a way for a talented student/musician to get into a school.
6. **Having music on a student’s transcript** all through high school shows that a student has developed skills in group work, multi-tasking, spatial reasoning, mathematics, leadership, community spirit, and many other areas. These types of skills cannot be found all together in any other class.



Why Take Music????



There are many, many reasons for taking music classes at school. Here is a partial list of some of the more compelling reasons.

1. The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, stating “Many colleges view participation in the arts and music as a valuable experience that broadens students’ understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children’s intellectual development.”
2. The College Board (administrator of the SAT exam) identifies the arts (including music) as one of the 6 basic academic subject areas students should study in order to succeed in college.
3. According to The College Board in 2006, students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 43 points higher on the math than did students with no music participation.
4. A separate study concluded in 2000 of more than 10 million high school students found that:
 - Students who take arts classes (including music) have higher math, verbal, and composite SAT scores than students who do not take arts classes.
 - As the number of arts classes increases, so do SAT scores.
 - 4 or more years of arts classes correspond to the strongest relationship with higher SAT scores.
 - Music history, theory, and appreciation have the strongest relationship with higher math SAT scores.
5. Students in “top quality” instrumental music programs at school score on average 22% better in English and 20% better in Math on standardized tests (such as SBAC) than students not enrolled in music classes? This statistic is true for both low-performing schools and very high-performing schools (according to a study conducted by the University of Kansas in 2007.)
6. Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66% of music majors who applied to medical school were admitted, the highest percentage of any group. 44% of biochemistry majors were admitted.
7. In an analysis of U.S. Department of Education data on more than 25,000 secondary school students in 1999, researchers found that students who report consistent high levels of involvement in instrumental music (band and orchestra) over the middle school years show “significantly higher levels of mathematics proficiency by grade 12.” Differences in those who are involved with instrumental music vs. those who are not is more significant over time.
8. According to Grant Venerable, author of “The Paradox of the Silicon Savior”, the “very best engineers and technical designers in the Silicon Valley are, nearly without exception, practicing musicians.”
9. In an 11-year study (1987-1998) on the effects of involvement in youth organizations (arts, athletics, or community-based), compared to the National Educational Longitudinal Sample (a general sampling of students), students involved in arts based groups (including music) were:
 - Over 4 times more likely to participate in community service.
 - 8 times more likely to win a community service award.
 - Nearly twice as likely to read for pleasure.
 - Over 3 times more likely to be elected to a class office in schedule.
 - 3 times more likely to win a school attendance award.
 - 4 times more likely to participate in a math or science fair.
 - Over 4 times more likely to win an award for an essay or poem.
 - 2 times more likely to win an academic achievement award.
 - 4 times more likely to win schoolwide attention for academic achievement.

For more stats and figures visit: <https://www.nammfoundation.org/articles/2014-06-09/positive-influence-playing-music-youth>

Sources: NAfME-The National Association for Music Education “Why Music Education?” 2007
& www.schoolmusicmatters.com

The University “Foreign Language Requirement”, Music Classes and How They Work Together:

Many/most high level colleges and universities in the United States have some form of a Foreign Language requirement for admission. However, sometimes there is a misperception that students in music classes will have a difficult time meeting this requirement. Below is some information related to this.

The requirement for the University of California system regarding Foreign Language is as follows:

Two years (three years recommended) of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable.

There are many ways that this requirement can be met.

- It is very possible to take 3 years of language classes in **high school** and still take band or orchestra from 7th through 12th grade. Hundreds of students at Mission San Jose High School do this each year! “Band” students are allowed an extra elective class in 9th-12th grade at MSJHS due to the way the marching program is structured to meet P.E. requirements. “Orchestra” students have to adjust their schedule slightly in 10th grade, but are still easily able to complete 3 years of language classes in grades 10-12. (*Please see the sample schedule pages for BAND and ORCHESTRA in the packet.*)
- Students who are considered “bilingual” may not have to take language classes at all (or may take fewer of them). These students can often “test out” of the requirement using an AP Test or an SAT Subject Test. See the attached information from UC Berkeley for more details on this. There are similar systems in place for most universities.
- Some students can meet the language requirement by taking classes outside of school for High School Credit. There is a list of approved schools on the FUSD website here:
<https://www.fremont.k12.ca.us/cms/lib/CA01000848/Centricity/Domain/75/List-of-Foreign-Language-Schools.pdf>
- There may be other options available as well such as classes at a Community College, other outside classes leading to one of the above tests, etc.

There are a couple of myths regarding the Foreign Language requirement and classes that are **absolutely not true** listed below:

1. **“Taking extra years of language classes will help a student get into a more prestigious university.”** - In reality, this only really helps if a student is planning to “major” in a foreign language. Extra music classes (band or orchestra) in **high school** are much more helpful in this regard according to University Admission Officers. SEE THE LIST OF UNIVERSITIES THAT HOPKINS MUSIC STUDENTS HAVE BEEN ACCEPTED TO ON PAGE 4 OF THIS PACKET!
2. **“Students need to take language classes in Junior High in order to have enough ‘High School Credits’ to apply to a more prestigious university.”** - Some parents/students are told that they have to have a certain number of High School Credits (classes completed) to apply to certain high-end universities. Often this number is unattainable at MSJHS because students are limited to six classes per semester. Universities know this, and base their admissions on the classes that were taken. As long as a student has taken 4 years of English, math, science, etc., the three years of language, and met all other requirements, they should have an acceptable number of High School Credits. (*Many other high schools in California and the U.S. offer seven classes per semester or more for students. This is why the “average” number of high school credits for students accepted into universities is higher than the MSJHS average. However, many MSJHS students are accepted to these universities each year, including many “music students”.*)
3. **“Music students cannot take AP language classes at MSJHS.”** – Generally the AP language class is offered the 4th year of a language study, which is easily taken by music students. However, students in most language classes have the option of registering for “College Credit” through Ohlone College for the 3rd & 4th year of their language class if taking language classes through MSJHS. This would be similar to the college credit given for taking the AP test.

All music students at Hopkins/MSJHS eventually have to meet this requirement in some way. It is always possible to make one of these options work to meet this requirement and still participate in the Hopkins/MSJHS Music Program!

How to Meet the U.C. Foreign Language Requirement (as of January, 2018)

UC-approved high school courses

Two years (three years recommended) of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable.

SAT Subject Examination

The following scores satisfy the entire requirement:

- Chinese With Listening: 520
- French/French With Listening: 540
- German/German With Listening: 510
- Modern Hebrew: 470
- Italian: 520
- Japanese With Listening: 510
- Korean With Listening: 500
- Latin: 530
- Spanish/Spanish With Listening: 520

AP or IB Examination

Score of 3, 4 or 5 on the AP Exam in Chinese Language and Culture, French Language and Culture, German Language and Culture, Italian Language and Culture, Japanese Language and Culture, Spanish Language, Spanish Language and Culture, Spanish Literature and Culture or Latin;

Score of 5, 6 or 7 on an IB Language A2 HL exam

College courses

Grade of C or better in any transferable course(s) (excluding conversation) held by the college to be equivalent to two years of high school language. Many colleges list the prerequisites for their second course in language as "Language 1 at this college or two years of high school language." In this case, Language 1 clears both years of the requirement.

University of California: Freshman Admission High School Course Requirements (as of January 2018)

Subject Requirement ("A-G" Coursework)

To meet minimum admission requirements, you must complete 15 yearlong high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school.

Keep in mind that taking approved high school ("a-g") courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on SAT, Advanced Placement or International Baccalaureate exams.

California High School Students

The courses you take to fulfill the Subject Requirement must be certified by the University as meeting the requirement and must be included on your school's [UC-certified course list](#).

Required "A-G" Courses
a History/Social Science – 2 YEARS REQUIRED Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
b English – 4 YEARS REQUIRED Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
c Mathematics – 3 YEARS REQUIRED Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.
d Laboratory Science – 2 YEARS REQUIRED Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement. One yearlong interdisciplinary science or integrated science or earth and space sciences course can meet one year of this requirement — and combined with one year of biology or chemistry or physics, fulfills the full requirement.
e Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable.
f Visual and Performing Arts (VPA) – 1 YEAR REQUIRED One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or two one-semester courses from the same discipline is also acceptable.
g College Preparatory Electives – 1 YEAR REQUIRED One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

From: <http://admission.universityofcalifornia.edu/freshman/requirements/a-g-requirements/index.html>

IF YOUR STUDENT PLAYS A STRING INSTRUMENT...

Youth Symphonies and the Hopkins JHS Orchestra Program



Many string students (violin, viola, cello, and bass) each year play in outside youth symphonies in the area in addition to playing in the Hopkins Orchestras. These two programs are designed to complement each other and work together to provide the most complete music education for students possible. All youth symphonies (such as California Youth Symphony, El Camino Youth Symphony, San Jose Youth Symphony, Oakland Youth Orchestra, etc.) strongly recommend (and many even require) that their students play in their school's orchestra, especially if their school has a "high quality" orchestra program (as Hopkins does). Here's why:

School orchestra classes meet every day. This allows students to spend time focusing on musical "ensemble techniques". Perfecting these techniques in a school group allows the student to have much more success in outside groups like youth symphonies. Youth symphony directors do not want to spend their limited weekly rehearsal time working on these concepts – they assume that the students are working on these in their school groups. These concepts include the following:

- **Intonation/Playing in Tune (Adjusting to the group)**
- **Ensemble Bowing Techniques and Uniformity**
- **Musical Style and Articulations**
- **Sight-reading (Performing music that has not been previously rehearsed)**

The Hopkins Orchestra program is designed to provide a different, yet equally valuable musical experience for students than they may get in a youth symphony. The Hopkins Orchestra provides the following for students in addition to the above:

- **The ability to perform advanced Junior High and High School orchestra literature.**
- **Performances that are judged by professional musicians and competitions against other school orchestras and music groups.**
- **Daily rehearsals providing the opportunity for students to "perfect" pieces of music with a very high level of musicianship.**

Youth symphonies provide these valuable, yet different opportunities for students:

- **The opportunity to play with students from throughout the area.**
- **The ability to perform "Full Orchestra" literature, featuring wind instruments and percussion as well as strings.**
- **The challenge of learning difficult music in a relatively short amount of rehearsal time.**
- **The opportunity to perform in very high-quality performance halls (in most cases).**

The Hopkins Orchestra Program qualifies as a "high quality" program. There are two levels of string orchestra classes. The **Hopkins Intermediate Orchestra** (mostly 7th grade) is considered to be one of the best Middle School String Orchestras in the Bay Area. This group has received the highest-possible "Unanimous Superior" ratings at California Music Educators Association (CMEA) Orchestra Festivals each year since 2009. They have also earned 1st Place awards at music competitions numerous times, often competing against other schools' "advanced" orchestras.

The **Hopkins Advanced Orchestra** (mostly 8th grade) rates among the best in California and the United States. The Advanced Orchestra has consistently received "Unanimous Superior" ratings at CMEA Festivals since the class began in 2006, often receiving the highest rating of any group performing at the festival. They have received 1st Place awards at the Anaheim/Disneyland Music Festival each year since 2006 as well, also often receiving the highest rating at the festival of any Middle School or High School group. In 2010, 2012, 2013, & 2014 the Hopkins Advanced Orchestra received "perfect" scores of "100" at the Anaheim/Disneyland Festival – only one other group from any school has accomplished this since 1995! Many festival adjudicators and clinicians have referred to the Hopkins Advanced Orchestra as the "best middle school orchestra I've ever heard". The Hopkins Advanced Orchestra was selected twice (2012 and 2017) as a Featured Performer at the California All-State Music Education Conference ---- only the 2nd ensemble from Fremont USD ever selected to perform at a Music Education Conference!

All Hopkins Orchestra students are strongly encouraged to participate in these local youth symphonies. More information about these groups is available from the Hopkins Music Director. Students who participate in youth symphonies are also strongly encouraged to participate in the Hopkins Orchestra Program. **Together, these two programs can provide the best musical experience possible for a string student!**

An E-mail from a Former MSJHS Student and UC Berkeley Admissions Worker Regarding the Study of Music Throughout School (from March 2012)

Hopkins Music Students & Parents,

I currently work in Admissions at the Haas School of Business at UC Berkeley. I also have a certificate in College Admissions Advising from UCLA, and have worked as a private college admissions counselor for nearly 8 years now. I personally was involved in the music program at Hopkins and Mission throughout my time there, and have volunteered with the music programs here for nearly 12 years while taking AP & honors classes. So here are some important facts to consider:

1. Colleges want to see dedication from their students, this means participating in programs for all 4 years in high school. Band and Orchestra is an excellent way to show this because not only is it a class at school it's also an extra-curricular activity. Taking something for 1-2 years and quitting is one of the worst things you can do. This applies particularly to Juniors, who drop a lot of their extracurricular activities in 11th grade to study for the SAT, this is VERY bad as it signals to the schools that you can't handle it.
2. Colleges want to see awards and honors, in an ideal world, this would be a perfect spread of academic, volunteer, and extra-curricular awards, as well as a split between individual and group awards. Band is great, because each year the group enters 3-5 marching competitions and additional CMEA Festivals, which basically guarantees you about 15-20 awards to list on your college application. Orchestra also participates in multiple festivals and competitions each year.
3. Taking music classes shows teamwork, another key trait that colleges are looking for in their students.
4. When calculating a weighted GPA for the UC system, only 8 semesters (4 full year long courses) are counted towards a weighted GPA in the 10 & 11 grade years combined. This basically means that taking more than 4 AP or honor classes total in 10th grade and 11th grade combined won't benefit your GPA. (Granted it will still look good to take more, there is no GPA benefit).
5. AP tests are designed to help families save money by skipping courses in college. Most colleges do not weigh the score you get on an AP exam very high if at all. The reason is that across the nation most students don't take AP courses till their senior year, and with scores being released in June (3-4 months after admissions decisions are released), they can't factor this in.

While this varies from student to student, I've found that the average student I know who has gone to UC Berkeley, UCLA, UCSD, etc. have about 5 AP classes (Ranging 4-7) in their 4 years at MSJ. This is basically AP English, AP Calculus, 2 AP Sciences (Bio, Chem, or Physics; one taken 11th grade and one in 12th grade), and AP Psych or AP Stats usually. For students taking more, it's usually AP US History, and/or a language) Regardless it is completely possible to take a 4 year courseload at MSJ involving all of these courses as well as Band or Orchestra. I believe Mr. Conway has already sent out some samples, but let me know if you have additional issues with this.

6. Colleges are looking for a well-rounded applicant, someone who is good in academics, arts, sports, volunteering, etc. Focusing all of your attention on academics does not make for a well-rounded student, and taking one art class your senior year is too late to try to cover up this flaw. Students should aim to participate in all activities throughout their time in high school in order to remain well rounded.
7. There are a number of leadership positions in the music programs which you won't be able to get in any academic class at MSJ. (Drum Major, Color Guard Captain, Drum Captain, Rank Captain, Concertmaster, etc.) After academics, leadership is the single next most valued aspect in the admissions process. In fact of the last 10 Drum Majors, 6 went to UC Berkeley. So why not take a class where you can get leadership experience as part of the class?
8. With regard to foreign language requirements, colleges consider the level you are taking as the number of years of foreign language you've completed. For example if you take Spanish 3 your freshmen year, you are considered to have 3 years of Spanish. Passing level 3 for any language is considered more than sufficient for admission purposes, and means that you do not need to take foreign language in college at nearly every university in the US. For those of you taking Chinese school outside of MSJ, you can simply take Chinese 4 one year, and earn 4 years of credit.
9. Band/Orchestra is an easy A! As long as you turn in practice charts, go to performances, and take your playing tests, there is no reason you shouldn't be able to get an A in the class. This does boost your GPA unless you've already got straight A's...

These are just some of the big points to consider, not to mention the benefits of a music education which has seen quite a bit of research in the last few years. At the end of the day, I was personally admitted into every UC school and received scholarships to attend UC Berkeley where I earned my degree in Molecular and Cell Biology followed by a full ride scholarship to UCSD's Rady School of Management where I earned my MBA as the youngest student in my class. Throughout all of this, I was highly involved with the music programs here in Fremont, and it is by no means a detriment to students looking to go to top colleges. If anyone has concerns they can feel free to discuss them with me.

Harrison Cheng
MSJHS Class of 2004
UC Berkeley Class of 2008
UC San Diego, MBA 2010
Admissions Advisor
Haas School of Business - University of California, Berkeley
Harryc@gmail.com

An E-mail from Stanford University Regarding the Study of Music Throughout School

Hello Gregory,

Thank you for your email and inquiry about Stanford.

As you may know, our office uses a holistic evaluation where we look at both quantitative and qualitative factors in making offers of admission. While we ask students to take the most demanding curriculum available, there are many issues taken into consideration. Ultimately, students that find success in our process present a well-rounded file with a healthy mix of advanced coursework and extra-curricular activities (like instrumental music).

Unfortunately, as the search for the formula for success in college admission continues, there tends to be altogether too much emphasis placed on the quantitative factors. A high school senior would not necessarily be at a disadvantage if they presented one less AP course while displaying a passion for music or the arts. Stanford in particular seeks to enroll a freshman class that brings to campus a diverse range of interests and talents, academic or otherwise. I can therefore wholeheartedly encourage students to pursue their passion for music while remaining competitive in the college admission process.

Please accept my best wishes as you continue your valuable work.

Kind regards,

Joe Kralick

Joseph A. Kralick
Admission Counselor
Stanford University

Office of Undergraduate Admission
355 Galvez Street - Montag Hall
Stanford, California 94305-6106

from Stanford University Website (2014)

<http://www.stanford.edu/dept/uga/basics/selection/prepare.html>

CHOOSING COURSES

We expect applicants to pursue a reasonably challenging curriculum, choosing courses from among the most demanding courses available at your school. We ask you to exercise good judgment here, and to consult with your counselor, teachers and parents as you construct a curriculum that is right for you. Our hope is that your curriculum will inspire you to develop your intellectual passions, not suffer from unnecessary stress. **The students who thrive at Stanford are those who are genuinely excited about learning, not necessarily those who take every single AP or IB, Honors or Accelerated class just because it has that name.**

ADVANCED PLACEMENT COURSES AND SCORES

Our admission process allows—and indeed encourages—the flexibility of a high school to design the most appropriate curricular offerings and opportunities for its students. What a course is named or whether it concludes with a standardized test is considerably less important to us than the energy a student contributes to the learning process and the curiosity with which he or she investigates questions and pursues ideas. Sometimes this challenging high school course load will include Advanced Placement classes; other high schools choose to offer equally demanding courses that neither carry the AP designation nor lead to an AP exam.

We want to be clear that this is not a case of "whoever has the most APs wins." instead, we look for thoughtful, eager and highly engaged students who will make a difference at Stanford and the world beyond, and we expect that they have taken high school course loads of reasonable and appropriate challenge in the context of their schools.

As a result, we do not require students to submit AP scores as part of our admission process. AP scores that are reported are acknowledged but rarely play a significant role in the evaluation of an application. Grades earned over the course of a term, or a year, and evaluations from instructors who can comment on classroom engagement provide us the most detailed insight into a student's readiness for the academic rigors of Stanford.

Last update: December 11, 2013 11:04 AM

What Do Previous Music Students Have to Say about Hopkins Music?

Each of these students took 2 years of band/orchestra at Hopkins and is now either currently in college or recently graduated from college!

For full testimonials see: <http://musicathopkins.com/parent-testimonials/> & <http://musicathopkins.com/recognition/testimonials/>

"I learned that music is a beautiful thing worth devoting my life to, and that excellence takes hard work and a lot of determination – all things considered, a pretty sound investment (and the returns just keep growing)."

~TF, flute 2006-2008

"I continue to be passionate about music today....the Hopkins Music Program has definitely transformed music's role in my life from a chore into a lifetime passion."

~MF, violin 2008-2010

"Being in Hopkins' orchestra was by far the most useful class that I took at Hopkins...I strongly believe the Hopkins Music Program was the factor in my life that made me want to pursue excellence for its own sake. This love has shaped my growth not just in music but in science, my other hobbies."

~CL, cello 2006-2009

"I built a strong foundation in my leadership, teamwork, interpersonal, and communication skills – none of this would be possible without the Hopkins Music Program...If you are a student at Hopkins Junior High School, you definitely cannot and should not miss the amazing opportunity to be part of the Hopkins Music Program. I would highly recommend this program to every student, regardless of music level...the program produces both excellent student musicians and outstanding citizens."

~RL, percussion 2007-2010

"Band creates so many opportunities to meet new people and develop valuable skills such as time management, discipline, teamwork and leadership."

~BM, flute and piccolo 2009-2011

"The experience of being in an award-winning ensemble of peers is one of the most gratifying experiences a student can have, and the musical enrichment that students receive from this program is one that lasts a lifetime...These experiences have definitely shaped me into the person that I am today."

~KN, baritone saxophone 2007-2009

"I highly recommend students join the Hopkins music program whether they want to do band in high school or not."

~JQ, oboe 2009-2011

"I would highly recommend this program to others. The lessons I learned in class have stayed with me long after I left the classroom: perseverance, determination, collaboration, and many others. While I may not directly be using my music education, it will always be the single thing that I am most grateful for."

~NR, French horn 2005-2007

"Participating in the Instrumental Music Program was definitely the most memorable and influential part of my two years of junior high. During those two fulfilling years, I had so much fun with my peers learning about everything music and much more. The euphoria I experienced from making awesome music, of the quality required, with other people was enough for me to continue band for the rest of junior high and beyond."

~JT, trombone 2011-2013

"The Hopkins Music Program was undoubtedly the most incredible program I joined in junior high...being in the music program provided levels of community, unified dedication, and positivity that I would never have been able to take away from my regular classes. Because of the Hopkins Music program, I stayed involved in music throughout high school, leading the band at MSJ for three years."

~MZ, flute 2009-2011

Hopkins JHS Music Class Intent Form 2018-19

(for students entering 7th Grade)

Please fill this out and return to Hopkins with registration packet if interested in music classes. Make sure you list "Band" or "Orchestra" as your 1st choice on the Hopkins JHS Registration Form. Return with your registration packet or send separately to:

Mr. Greg Conway
Hopkins Jr. High School
600 Driscoll Road
Fremont, CA 94539

Please Print:

Student's Legal Name _____ Elementary School _____

Band/Orchestra Instrument Currently Played (if applicable): _____

Years of Experience: _____

Elementary Band/Orchestra Teacher (if applicable) _____

Takes Private Lessons? Y / N If Yes, how long? _____ With Whom? _____

Parent's Email Address _____ Home Phone No. _____

Please check one of the following options:

Band (Woodwinds/Brass/Percussion):

MAKE SURE YOU LIST "BAND" AS YOUR 1ST CHOICE ELECTIVE!

___ Has *Less Than One Year's experience* on their instrument, or *has not played a BAND instrument*, and will sign up for **BEGINNING BAND**. (Instruments will be assigned/selected in the fall.)

___ Has *One Year's or More Experience* on an band instrument (or director approval) and will sign up for **CONCERT BAND**

___ Is *Advanced* on their instrument, and would like to audition for **SYMPHONIC BAND (Need 2-4 years' experience OR director recommendation)**. I understand that only a few 7th grade students will be accepted into this class, and the rest will be placed in **CONCERT BAND**. (*You will also need to visit www.musicathopkins.com to get a copy of the required audition music and schedule an audition time. Auditions need to be arranged ASAP!*)

Orchestra (Strings):

MAKE SURE YOU LIST "ORCHESTRA" AS YOUR 1ST CHOICE ELECTIVE!

___ Has *Two Years or More Experience* on an orchestral instrument (or director approval) and will sign up for **INTERMEDIATE ORCHESTRA**

___ Has *At Least 3 Years' Experience* on an orchestral string instrument (**or director recommendation**) and would like to audition for **ADVANCED ORCHESTRA**. I understand that only a few 7th grade students will be accepted into this class, and the rest will be placed in **INTERMEDIATE ORCHESTRA**. (*You will also need to visit www.musicathopkins.com to schedule an audition time. Auditions need to be arranged ASAP!*)

*Feel free to contact Mr. Conway at Hopkins with any questions:
gconway@musicathopkins.com*