

## VIOLIN



“I suppose that the basics of violin is that it is a bowed fretless instrument. This means that only two things really matter, bowing technique and practice intonation (with variable amounts of vibrato). Basically, your bow grip and pressure and location across the string communicate a tone alongside the movement between notes and intervals. First violins must often carry the melody in an orchestral environment due to a high pitch that floats above the rest of the orchestra. The second violins most often alternate between counter melodies, similarly to cellos and providing a rhythmic pattern below, like the violas. This also means that violins can trade off motifs with the other sections.”

**SIMON SLOVUT, 11**



## TELL US ABOUT YOUR INSTRUMENT

MUSICIANS DESCRIBE HOW THEIR INSTRUMENTS WORK

## CLARINET



**SOPHIA STRAND, 12**

“The clarinet makes sounds with the vibration of the reed that’s in the mouthpiece. The yokes control the air flow. If no fingers are pressing any holes, air is coming out of every hole in the instrument, resulting in an “open G”. If all of the holes are covered, it’s an E, and so on. Clarinets are woodwinds, so we, along with the flutes and the oboes, are the higher voices and usually we are given either the melody or fast sixteenth notes. We get a lot of sixteenth notes, which are a lot of fun but also a challenge.”

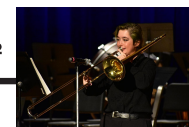


## TROMBONE



**MARISOL KOCHAN, 12**

“[The trombone is] a brass instrument that uses a mouthpiece to buzz into, the force of which dictates how loud or high pitched the sound is. The slide or valves are moved to make different notes. I originally chose trombone during one of those try out days in elementary school, picking it because it was the most comfortable mouthpiece and easiest to make a sound on.”



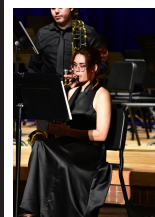
## CELLO

“I play cello, which is a bass clef instrument. That means that it plays the lower notes in the song, which is the bass line. The instrument works on how big the sting is and how tight it is. If it’s super tight and it’s a skinny string like the A string it makes a high pitch sound. But for the C string, the last string, it’s a big string and it’s not being held on as tight, which makes it a low sound.”

**ISAAC CARSTENSEN OBANDO, 9**



## TENOR SAXOPHONE



“[I play] tenor saxophone. I am the only tenor in the marching band and wind ensemble. There’s a little piece of wood in the mouthpiece that vibrates which makes noise. You can close the holes in the horn to change the notes.”

**MOLLY MCHALE, 12**



## INSTRUMENT SPOTLIGHT.

NOV. 14 - DEC. 4

PERFORMING ART STUDENTS SHOW OFF THEIR MUSICAL TALENT

by Ava Anderson, Estefani Canseco  
Avenida and Jackson Lugo

From car radios to Spotify, students were constantly connected to music. This was ever more true for musicians, who dedicated hours a week to practicing instruments and honing their craft.

Jazz combo, a smaller class than the general jazz band, provided musicians the opportunity to do just that. The jazz combo class had fewer than 10 members, a fact that **CALEB DILLON, 12**, said helped to keep a positive environment. “We’re just eager to play fun music with each other. We choose pieces that we want to play and, with some direction from Mr. Funk, we practice those songs, preparing for concerts,” said Dillon.

Another unique aspect of the class was opportunities for students to compose their own music. The

jazz combo performed one such piece of music at the winter instrumental music concert, which they named “Funky Strut”. “In order to come up with a piece like “Funky Strut”, I’ll often ask one of the musicians to start playing a groove, then we all join in one by one, playing what we think sounds good. With “Funky Strut”, the idea stuck because we liked the groove and came up with a simple, yet catchy melody. Once we like what we have, we record ourselves playing it so that we remember for next time,” said Dillon.

As a bass player in jazz combo, Dillon used the class as an opportunity to play his instrument and spend time with peers who shared the same musical passion. “My favorite part of being in jazz combo is being able to play music that I enjoy with my friends. It’s an amazing feeling when songs we play with a tight groove lock together and make you want to dance,” said Dillon.

STANDING ON STAGE AT THE WINTER CONCERT, **RYAN BROWN, 11**, plays the saxophone. The Jazz Combo performed their original piece, “Funky Strut,” along with other songs. Photo by L. Grier

### HOW HAS MUSIC IMPACTED YOUR LIFE?

“Music has impacted my life by giving me a therapeutic and inspirational comfort.”  
**SILAS YOUNG, 10**

“Music has helped me with every aspect of my life. When it comes to school or work or even when I want to sleep or if I have homework. It helps me focus and feel more relaxed with everything.”  
**EVALISE ZUNIGA, 10**

“Music makes me mad sometimes I like listening to rain sounds.”  
**ANDREW CRAIG, 09**

“For me music is like a tool that reflects how I’m feeling, what mood I’m in, and what I’m currently doing. Specific artists like Taylor Swift, who I grew up on and gives me a nostalgic sensation wherever I listen to her.”  
**STELLA COUNTER, 10**

“Music has affected me by raising my mood and helping me focus in school.”  
**LUKE CORPUZ, 11**

“Music has impacted me by helping me focus on school. It types me up before a sport, and it connects me with other people who listen to the same music.”  
**MORGAN AUTRY, 09**

“I listen to music a lot when I do sports.”  
**CONNOR FINNIGAN, 09**

“I play Viola and I have played since I was a fourth grader. Music has impacted me because it’s one of my main hobbies and I spend a lot of my time working on it. It’s also just a fun way for me to go to concerts and connect with friends and family.”  
**JULIA O’CONNELL, 12**

**085**

BAND, JAZZ COMBO, ORCHESTRA

**SECTION**