
Did You Know?

Young people who participate in the arts for at least three hours on three days each week through at least one full year are:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their schools
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance
- 4 times more likely to win an award for writing an essay or poem

—“*Living the Arts through Language + Learning: A Report on Community-based Youth Organizations*,” Shirley Brice Heath, Stanford University and Carnegie Foundation for the Advancement of Teaching, *Americans for the Arts Monograph*, Nov. 1998

Your child’s music education is important!

“At this time when you are making critical and far-reaching budget and program decisions...I write to bring to your attention the importance of the arts as a core academic subject and part of a complete education for all students....The arts play a significant role in children’s development and learning process. The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively.”

—Arne Duncan, U.S. Secretary of Education, 2009

Playing an instrument as a kid leads to a sharper mind in old age, according to a new study conducted by Brenda Hanna-Pladdy, a clinical neuropsychologist....The researchers gave 70 people between the ages of 60 and 83 a battery of tests to measure memory and other cognitive abilities. The researchers found that those who had played an instrument for a decade or longer scored significantly higher on the tests than those with no musical background.

—*Scientific American*, 2011

College admissions officers continue to cite participation in music as an important factor in making admissions decisions. They claim that music participation demonstrates time management, creativity, expression, and open-mindedness.

—Carl Hartman, “Arts May Improve Students’ Grades,” *AP*, Oct. 1999.

Nearly 100% of past winners in the prestigious Siemens Westinghouse Competition in Math, Science and Technology (for H.S. students) play one or more musical instruments. This led the Siemens Foundation to host a recital at Carnegie Hall in 2004, featuring some of these young people, after which a panel of experts debated the nature of the apparent science/music link.

—*The Midland Chemist* (American Chemical Society), Feb. 2005

“The era of ‘left brain’ dominance, and the Information Age that it engendered, is giving away to a new world in which ‘right brain’ qualities—inventiveness, empathy, and meaning—predominate. That’s what business is about today....Arts education is not ornamental but fundamental for economic reasons. We should be adding and not cutting the arts.”

—author Daniel Pink

10 Lessons the Arts Teach

- 1. The arts teach children to make good judgments about qualitative relationships.** Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
- 2. The arts teach children that problems can have more than one solution** and that questions can have more than one answer.
- 3. The arts celebrate multiple perspectives.** One of their large lessons is that there are many ways to see and interpret the world.
- 4. The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity.** Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.
- 5. The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know.**
The limits of our language do not define the limits of our cognition.
- 6. The arts teach students that small differences can have large effects.** The arts traffic in subtleties.
- 7. The arts teach students to think through and within a material.**
All art forms employ some means through which images become real.
- 8. The arts help children learn to say what cannot be said.** When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.
- 9. The arts enable us to have experience we can have from no other source** and through such experience to discover the range and variety of what we are capable of feeling.
- 10. The arts' position in the school curriculum symbolizes to the young what adults believe is important.**

SOURCE: Eisner, E. (2002). The Arts and the Creation of Mind, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications. NAEA grants reprint permission for this excerpt from Ten Lessons with proper acknowledgment of its source and NAEA.

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Americans for the Arts Monograph, Nov. 1998

4 Ways That Learning an Instrument Strengthens Your Brain

- 1. Strengthens bonds with others.** This shouldn't be surprising. Think about your favorite band. They can only make a record when they have contact, coordination, and cooperation with one another.
- 2. Strengthens memory and reading skills.**
The Auditory Neuroscience Laboratory at Northwestern University states this is because music and reading are related via common neural and cognitive mechanisms.
- 3. Playing music makes you happy.** McMaster University discovered that babies who took interactive music classes displayed better early communication skills. They also smiled more.
- 4. Musicians can process multiple things at once.** As mentioned above, this is because playing music forces you to process multiple senses at once. This can lead to superior multisensory skills.

Source: <https://www.inc.com/john-rampton/the-benefits-of-playing-music-help-your-brain-more.html>

Consider High School Marching Band

A friend and I who have eight children between us who have all gone through high school have a theory about extracurricular activities. The theory is this: The best extracurricular activity at many high schools is band, particularly marching band. [It has] to do with the unique characteristics of high school band and its ability to promote positive social relationships. Here's what makes band unique:

- Counting summer band practice, it's often the only school activity that's year-round. So, unlike...teams that [are] close-knit for the several months the members are together...band members are together all year, which creates close friendships.
- The fact that band is a class as well as an extracurricular offers two advantages. One is that band students get a teacher that they'll have for all four years, which can be a real asset in terms of having a school adult who gets to know them particularly well. The other advantage is that...band students tend to have other classes and lunch together, helping to reinforce band friendships.
- ...Band kids tend to be the kind of high-achieving, relatively well-behaved students whom a parent would want for his or her child's social group. And peer relationships are a huge factor in whether a teen's high school years are productive or a train wreck.
- Band is unusual in that it groups all four grades together... That makes for a more united group as kids move through their four years of high school and gives more opportunities for older kids to mentor young kids. Incoming ninth-graders who participate in summer band practice or camp before entering high school have junior and seniors greeting them in the hallways even during the first week of school.
- Marching band is an excellent vehicle for teaching a host of skills such as discipline, teamwork and the importance of following directions. There's nothing like being the person who messes up a formation in a marching-band competition or hits a sour note during a concert to drive home the point that every individual's contribution counts, for better or worse... Band also is an activity where practice really does make perfect. It teaches teens that simply relying on raw talent doesn't cut it.
- Band directors... typically work to accommodate every student. For teens who think they're not good at anything, band can be an activity where their contribution is valued and they can feel part of something big and important. It's also an area where struggling students can shine....

I fully realize the benefits of other activities... they've all been wonderfully enriching experiences. But if I had an eighth-grader who was worried about making friends and nervous about high school, I'd be encouraging that child to give marching band a hard look. If the child doesn't play an instrument now, the band director likely will find a spot somewhere for that child.

Experts say that the key to high school success is rigor, relevance and relationships. Band hits on all three: It offers the rigor of learning to play music while marching in complex formations; the relevance of the discipline and team skills that benefit teens long after high school, and relationships that can develop and deepen over all four years of high school. As for the music? That's the icing on the cake.

Excerpted from a [column written by Julie Mack for the MLive/Kalamazoo Gazette](#).

“The scales are tipping away
from what it used to take for people to get ahead—
logical, linear, left-brain, and spreadsheet-type abilities—
in favor of abilities like
artistry, empathy, and big-picture thinking,
which are becoming more valuable.

“Left-brain skills are still absolutely necessary in our complex world.

They're just not sufficient anymore.”

—Daniel Pink

The life benefits of music education

“The most heavily reported life preparation skill was self-discipline, with respondents acknowledging that the hard work and dedication that are integral to participation in school music groups teach the valuable lesson that if ‘you stick with something and practice,’ the rewards will be bountiful. Other students conceded that the concentration required for learning music and the process of memorizing music pieces had honed those skills in other areas of their schoolwork.

“Music was frequently described as a force for building one's character, and many students expressed their belief that music was capable of directing them in shaping their broader sense of self, who they were becoming, and how they might succeed in the world. The respondents highlighted confidence, responsibility, compassion, pride, patience, and respect as aspects of their character they feel they owe, at least in part, to music.”

Source: Patricial Shehan Campbell, Claire Connell, and Amy Beegle (2007), “Adolescents' Expressed Meanings of Music in and out of School,” *Journal of Research in Music Education*, 55(3), p. 229.

On Music Education

"It's important not to dismiss your talents. Even though some people may tell you otherwise, there is a place for creative people in this world and plenty of ways to make money and pay your bills through your artistic abilities." – Emily J. Davis

"Music gives us a language that cuts across the disciplines, helps us to see connections and brings a more coherent meaning to our world." – Ernest Boyer, President, Carnegie Foundation

"If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music.... I get most joy in life out of music." – Albert Einstein

"I would teach children music, physics and philosophy: but most importantly music and all the arts are the keys to learning." —Plato

"Our schools tend to refine intellects but neglect to discipline emotions. For anyone to grow up complete, music is imperative." – Paul Harvey, Broadcaster/Commentator

"There are benefits to having a society where more people are engaged with the arts, so even if music instruction doesn't make you a better mathematician or a better athlete, even if it only gives you the enjoyment of music, I think that is a good end in and of itself." —McGill University musician-neuroscientist Dan Levitin

The life benefits of music education

This 2013 benchmark study confirms what every music teacher knows... Music engages students in school and can motivate them toward greater achievement. ... Students who participated in music programs reported more positive attitudes and behaviors in their personal lives and in school. They had a strong sense of identity, developed positive academic habits, applied musical skills to other academic courses, saw themselves as more motivated in school and reported positive effects on their mood – essentially feeling "happier" because of music.

Why Your Teen Should Join Marching Band

BY MIR KAMIN

I never had any illusions that my kids were going to be "cool" or "popular;" I've met their parents, and... yeah, the deck was stacked against them from the beginning. Plus I'm a firm believer in the notion of doing what you love, surrounding yourself with a few trusted compadres, and not worrying about the rest of it. This means I shouldn't have been surprised when marching band first took over our lives and brought along so many fantastic benefits, but I never claimed to be all that swift on the uptake.

If you're hesitating—or if your teenager is hesitating—don't. Trust me, marching band is not just the dorky kids in terrible uniforms. I mean, yes, it is dorky kids in terrible uniforms, but it is also so much more than that, and it's wonderful. (Plus, hey, it turns out many of those dorky kids are hilarious, and/or brilliant, and/or they transform into self-assured young adults over time. And I am not just saying that because I adore my own geeklings; it's totally true.) Let me take you through the magic that is high school marching band.

1) The uniforms are terrible. As already acknowledged, no one on the planet looks good in a marching uniform. This is not a bad thing. While the cheerleaders are making sure their high ponytails are just so, the girls in the band are simply stuffing their hair into their shakos (yes, the dorky hats have a special name) and forgetting about it. You know who looks stupid in a marching band uniform? That awkward, pimply kid who snorts when he laughs. You know who else looks stupid in a marching band uniform? The drum-playing Ashton Kutcher lookalike all the girls are giggling over. Everyone. Stupid uniforms are the great unifier. The playing field is completely level (pun intended) for the band kids on the fraught topic of looks, and this can be a real relief for kids who are constantly worrying if they measure up.

2) Those terrible uniforms are dry-clean only. In the recent past I've have two different friends with sports-playing teens send me pictures of giant mountains of laundry and encroaching piles of smelly pads and other equipment, lamenting the stench and work that is being a sports parent. We have none of that. The uniforms get sent out for cleaning, and for most of the season here in the south, the kids are wearing as little as possible under said uniforms, because it's a bazillion degrees outside. No laundry monsters for us! (Just, uh, resist the urge to sniff their marching shoes. You're welcome. Sprinkle some baking soda in them periodically and stay back.)

3) Marching band directors are saints among us. Any high school that has a marching band worth its salt is run by a band director anchored by four guiding principles:

- A) A love of music.
- B) A love of teenagers.
- C) Expectation of complete dedication.
- E) Zero tolerance for shenanigans.

I know this is true in our band, and in talking with other band families, we've all concluded it's universally true, because there is no other way a high school music teacher can turn a hundred-odd hormone-addled adolescents into a well-oiled production

On Jazz

“The more you play, the more you hear and the more you hear, the more you want to play.”

— David Sanborn

“A jazz musician is a juggler who uses harmonies instead of oranges.”

— Benny Green

“Music is your own experience, your thoughts, your wisdom. If you don't live it, it won't come out of your horn. They teach you that music has boundaries. But, man, there's no boundary line to art.”

— Charlie Parker

“Jazz isn't dead. It just smells funny.”

— Frank Zappa

“If you have to ask what jazz is, you'll never know.”

—Louis Armstrong

The life benefits of music education

The musician is constantly adjusting decisions on tempo, tone, style, rhythm, phrasing, and feeling – training the brain to become incredibly good at organizing and conducting numerous activities at once. Dedicated practice of this orchestration can have a great payoff for lifelong attention skills, intelligence, and an ability for self-knowledge and expression.

— John J. Ratey, MD, *A User's Guide to the Brain*

In a year-long program focused on group music-making, 8- to 11-year-old children became markedly more compassionate, according to a 2013 study from the University of Cambridge. The finding suggests kids who make music together aren't just having fun: they're absorbing a key component of emotional intelligence.

— Rabinowitch, Cross and Burnard, University of Cambridge, UK

How Music Education Orchestrates Success: A Guide for Parents

- Learning to play a musical instrument helps students **build confidence**. They take pride in their achievements, both individual and as members of an ensemble.
- Students who participate in music education programs see music as their “social glue,” **connecting them to one another** and the wider world.
- On average, music students **score higher** on both the verbal and math portions of the SAT, helping them to get into good colleges and universities.
- Students who take music classes tend to have **fewer drug and alcohol problems** and fewer brushes with the law.
- Music education **helps in the development of 21st-century skills** that employers prize, including:
 - 1) critical thinking and problem solving
 - 2) collaboration
 - 3) creativity
 - 4) initiative and self-direction
 - 5) leadership and responsibility

Source: www.nafme.org



Did you know?

In the past, secondary students who participated in a music group at school reported the lowest lifetime and current use of all substances (tobacco, alcohol, and illicit drugs).

Children who study a musical instrument are more likely to excel in all of their studies, work better in teams, have enhanced critical thinking skills, stay in school, and pursue further education.

Jazz Lingo

The Apple - New York City.

Axe - An instrument.

Bag - A particular interest.

Balloon lungs -
A wind player with plenty of air.

Beat - Exhausted.

Birdbrain - Someone who imitates
Charlie Parker

Blow -
Slang for playing an instrument.

The Bomb - Very cool.

Bread - Money.

Burnin' - An extremely excellent
solo/performance.

Cats - Those who play jazz.

Changes - Chord progression.

Chops - The overall ability to play
an instrument in a very skilled way.
Also refers to a brass player's facial
muscles.

Clams -
Mistakes made while playing.

Combo - A combination of mu-
sicians that can vary in size (any-
where from 3 to 10).

Crib - House/home.
Also known as pad.

Dig - To know or understand.

Finger Zinger - A musician who
plays a whole lot of notes fast.

Flip - To go crazy.

Fly - Slick.

Gig - A paying job.

In the Pocket -
When the groove is really together

Jam - Improvise.

Jive - Phony or fake.

Licks -
A term for a phrase of music.

Licorice Stick - Clarinet

Noodlin' - Playing a bunch of notes
that don't mean anything or are
out of context.

Pad - House

Popsicle Stick - A sax reed.

Scene - A specific place or the
general atmosphere.

Smokin' - Playing your booty off.

Solid - The band is playing tight.

Did You Know?

Michigan State University observed a group of its honors college grad-
uates from 1990 to 1995 who majored in the STEM fields.

Their research uncovered that of those students, the ones who owned
businesses or filed patents had eight times the exposure to the arts as
children than the general public.

The researchers found 93% of the STEM graduates reported musi-
cal training at some point in their lives, as compared to only 34% of
average adults.

August 2013
<http://bit.ly/MSU8xarts>

Did You Know?

Music training not only helps children develop fine motor skills, but aids
emotional and behavioral maturation as well.

The more a child trains on an instrument, it accelerates cortical organi-
zation in attention skill, anxiety management and emotional control.

Three-quarters of U.S. high school students "rarely or never" take
extracurricular lessons in music or the arts.

—*Cortical Thickness Maturation and Duration of Music Training: Health-Promoting Activities
Shape Brain Development* by James J. Hudziak, MD et al, November 2014

Seventy-seven percent of teachers and 64 percent of parents agree that music and arts education are “extremely important” or “very important.”

Eighty-seven percent of teachers and 81 percent of parents believe children should have a chance to learn to play musical instruments as early as elementary school.

Striking a Chord: The Public's Hopes and Beliefs for K-12 Music Education in the United States 2015

Creativity and the Brain

Listening to jazz musicians improvise, how the piano player's chords toy with the sax player's runs and the standup bass player's beats, it may seem like their music-making process is simply magic. But research of jazz musicians' brain activity as they improvise is helping shed light on the neuroscience behind creativity...

“[Improvising] musicians were turning off the self-censoring in the brain so they could generate novel ideas without restrictions,” he said. Interestingly, the improvising brain activates many of the same brain centers as language, reinforcing the idea that the back and forth of improvisation between musicians is akin to its own language...

Luckily, creativity isn't an unknowable, mystical quality. It can be developed. “You have to cultivate these behaviors by introducing them to children and recognizing that the more you do it, the better you are at doing it,” [researcher Charles] Limb said...

“It doesn't have to be so directed all the time,” Limb said. “We've taken a lot of the joy out of things that used to be joyful.” Even a lot of music lessons have become about the discipline of learning to play well, not the joy of creating the music. Children should have part of every lesson reserved for improvisation and free form play, Limb said... Unprogrammed time is necessary for students to practice using their creativity.

From *Creativity and the Brain: What We Can Learn From Jazz Musicians* by Katrina Schwartz at <http://bit.ly/jazzcreativity>

Split - To leave.

Wail - To play extremely well.

Square - Someone who doesn't play with a lot of feeling.

Wax a disc - Cut a record.

Tag - Used to end the tune, where the last phrase is repeated.

Wig/Wig out - To flip out.

Woodshed (or Shed) - To practice.

Train Wreck - Where a piece of music or performance is completely botched.

Via TeenJazz.com
<http://bit.ly/jazzlingo>

How's Your Concert Etiquette?

1. You should enter the auditorium
 - As loudly as possible
 - Quietly
 - Walking backwards
2. It is always a good idea to arrive
 - A bit early
 - Just as the performance is beginning
 - Only in time to catch your child's performance
3. If you must arrive late, it is best to enter
 - Whenever you arrive
 - During your child's performance
 - Between musical selections
4. During the concert, it is a good idea to
 - Discuss the performance
 - Sit quietly & listen
 - Eat dinner
5. For mobile phone usage during a performance, it is best to
 - Answer your phone quickly and speak quietly
 - Leave the room to use the phone
 - Turn the phone off, silence it, or better yet, leave it in the car
6. Applause should be given when
 - The performance is completed and the conductor faces the audience
 - Your child has completed his or her part
 - Any time something is done well
7. On the way home it's a good idea to
 - Critique the performance
 - Offer your praise
 - Offer your sympathy
8. After the performance is over
 - You should leave your seat and rush up to the stage to find your child
 - Exclaim loudly how tired you are
 - Sit and wait until all the children have cleared the stage

Flip over the page to check your concert etiquette!

1–2 correct

Please re-take the test to improve your etiquette.

3–4 correct

You're learning! There's room for improvement.

5–6 correct:

You're on your way to good etiquette.

7–8 correct

Bravo! You are a true concert etiquette pro!

Visit www.menc.org/ resources for more information about concert etiquette.

Did You Know?

"The musician is constantly adjusting decisions on tempo, tone, style, rhythm, phrasing, and feeling—training the brain to become incredibly good at organizing and conducting numerous activities at once. Dedicated practice of this orchestration can have a great payoff for lifelong attention skills, intelligence, and an ability for self-knowledge and expression."

— From *A User's Guide to the Brain* by John J. Ratey, MD

A report released by the Texas Commission on Drug and Alcohol Abuse found that students involved in courses beyond the required 'basics' were less likely to be involved with drugs. The study went on to show that 'Secondary students who participated in Band or Orchestra reported the lowest lifetime and current use of all substances' (Alcohol, Tobacco, Marijuana or any illicit drug).

— From *Houston Chronicle*, January 11, 1998

Three Brain Benefits of Musical Training

1. Musicians have an enhanced ability to integrate sensory information from hearing, touch, and sight.
2. Beginning training before the age of seven has been shown to have the greatest impact. The age at which musical training begins affects brain anatomy as an adult.
3. Brain circuits involved in musical improvisation are shaped by systematic training, leading to less reliance on working memory and more extensive connectivity within the brain.

<http://bit.ly/2kewlxa>

1. b 2. a 3. c 4. b 5. c 6. a 7. c 8. b

The discipline of music making is transferable to every learning situation in and outside the academic community. We have pointed to music students as “the smartest and most responsible students in the school.” We now understand it is really the study of music that puts them in this favorable posture alongside their non-musical counterparts.

Dr. Tim Lautzenheiser

Did You Know?

Research shows that teens:

- See music as their “social glue” and as a bridge for building acceptance and tolerance for people of different ages and cultural backgrounds
- Believe music helps adolescents release or control emotions and helps coping with difficult situations such as peer pressure, substance abuse, pressures of study and family, the dynamics of friendships and social life, and the pain of loss or abuse
- Feel that playing music teaches self discipline
- Believe that playing music diminishes boundaries between people
- Indicate making music provides the freedom for teens to just be themselves; to be different; to be something they thought they could never be; to be comfortable and relaxed in school and elsewhere in their lives

Source: <https://www.nammfoundation.org/articles/2014-06-09-why-play-music-teens>

The more a child trains on an instrument, it accelerates cortical organization in attention skill, anxiety management and emotional control.

*December 2014
<http://bit.ly/1aY6utd>*

New research on the benefits of music ed

The more a child trains on an instrument, it accelerates cortical organization in attention skill, anxiety management and emotional control.

bit.ly/1aY6utd

Music training “improves cognitive and non-cognitive skills more than twice as much as sports, theater or dance.”

bit.ly/1x99PtL

Music making has much to offer our understanding of the brain and the way its multiple systems can interact to produce benefits for mental health and social wellbeing, both by integrating our thinking and emotions and helping us connect with others.

bit.ly/1aY5sgl

The life benefits of music education

Music is a place where you need to work at something for an extended period of time before you get good at it and have fun at it. Where in our schools will kids learn how to sustain attention for a long period of time and achieve a higher level of excellence?

Music. And nowhere else.

—Fran Kick

Regular exposure to music, and especially active participation in music, may stimulate development of many different areas of the brain. In terms of brain development, musical performance is every bit as important educationally as reading or writing.

—Oliver Sacks

Audience Manners

Thank you for joining us this evening. As the audience, you are an important part of tonight's concert. The audience's responsibility at formal concerts is to honor the efforts of the performers by providing a listening atmosphere in which their performance can be appreciated by all. To that end, we ask your cooperation:

Please silence your cell phones, and kindly put them away during the performance.

While the performance is in progress, remain seated and quiet. If it becomes necessary to leave the auditorium, please do so between musical selections.

If very young children become restless and disrupt others' ability to listen, please take them from the auditorium until they are quiet.

Please do not hum or clap along with the performers, unless specifically invited to do so.

Show your appreciation for the performance by clapping after each selection. Whistling and cheering are not appropriate at a formal concert.



*“There is geometry
in the humming of the strings;
there is music
in the spacing of the spheres.”*

— Pythagoras

Concert Etiquette

MEMO

TO: Audience

FROM: The Performers

RE: Concert Etiquette

Dear Parents, Students, Teachers, and Friends of Music:

Thank you for joining us this evening. As the audience, you are an important part of tonight's concert. The audience's responsibility at formal concerts is to honor the efforts of the performers by providing a listening atmosphere in which all can appreciate their performance. To that end, we ask your cooperation:

- Please make sure all cell phones and electronic devices are turned off. Cell phones can interfere with wireless microphones and recording equipment, as well as create unwanted noise.
- While the performance is in progress, please remain seated and quiet. (If it becomes necessary to leave the auditorium, please do so between musical selections.)
- If very young children become restless and disrupt others' ability to listen, please take them from the auditorium until they are quiet.
- Please do not hum or clap along with the performers, until specifically invited to do so.
- Show your appreciation for the performance by clapping after each selection. Whistling and cheering are not appropriate at a formal concert.

We have all worked very hard to prepare an exceptional evening of music for everyone to enjoy. Thank you, in advance, for your assistance in helping this to be a wonderful experience for all of us!