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| Honors Band and Choir Program |
| Cuyahoga Falls High School |
| 2016/2017 School Year |

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**General Information**

The goal of the Honors Band and Choir Program is to improve individual musicianship and to encourage students to go beyond what they are exposed to daily during their large ensemble rehearsals. While these honors courses are separate from the regular band and choir classes, students will continue to participate in the performing ensembles with their peers who are not enrolled in the honors sections. Students in the Honors Band and Choir Program will receive a weighted grade for their work.

**Procedures**

Each quarter, students must earn 8 - 10 points. These points may be earned through a variety of activities outlined in this document. Points awarded are weighted based on the time commitment and the musical impact of each activity.

During the first week of each grading period, students must complete the *Honors Credit Point Sheet* where the student will outline how they intend to earn their points. This sheet is intended to work as a guide to help students plan their quarter. This sheet will be signed by the student and parent and then approved by the student’s director. Once this document is approved, *no additions may be made to it during the quarter*.

As students complete their activities, they must document their work on the *Honors Credit Point Sheet* and collect appropriate documentation. All assignments must be submitted by the final week of the grading period. *Failure to complete activities and earn the 8 - 10 points will result in the grade for the quarter being lowered by one letter grade*.

**Timeline**

* Week 1 of each grading period
	+ *Honors Credit Point Sheet* completed and signed by student and parent due
	+ Sheet will be approved by director and returned to student
* Weeks 2 -8 of each grading period
	+ Students work independently to complete activities they have outlined on the *Honors Credit Point Sheet*
	+ Students may submit activities as they complete them for approval
	+ Director and student will track points
* Week 9 of each grading period
	+ Final activities and completed *Honors Credit Point Sheet* must be submitted

Please refer to the *Quarterly Deadlines* chart on page 9 of this handbook for deadlines listed for each quarter.

**How Points May Be Earned**

The next several pages explain in detail how students may earn points each grading period. The activities are divided into four categories – Performance Points, Applied Instrument Points, Research Points and Special Projects.

* *Performance Points*
	+ Participation in auditioned ensemble: 5 points

Students must audition on their primary instrument or piano and earn membership into an area ensemble with a regular rehearsal and performance schedule. Examples include Cleveland Youth Orchestra or Chorus, Akron Youth Orchestra, Summit Choral Society, Cleveland Youth Wind Symphony or Summit Chorale Society. The student must complete the *Ensemble Verification* form. It includes verification of membership and attendance for the ensemble. You must have a satisfactory report in order to earn points.

* + OMEA All-State Band, Choir or Orchestra: 5 points

Students must submit audition materials and be accepted into one of the All-State performing ensembles that perform at the Ohio Music Education Association annual conference.

* + Solo & Ensemble Contest: 3 – 4 points

In conjunction with your private lessons teacher, prepare and perform a solo at the annual Ohio Music Education Association Solo & Ensemble contest (4 points). In conjunction with your director, prepare and perform in an ensemble at the annual Ohio Music Education Association Solo & Ensemble Contest (3 points). Music performed at this event to complete a requirement for another course cannot be included for Honors credit.

* + Honor Band/Choir: 3 points

Many area colleges and universities have performance opportunities throughout the school year. Your director will have recommendation and audition information. Students must participate in the event and complete the *Honor Band/Choir Verification Form* to earn points.

* + Honors Recital: 2 – 3 points

Each quarter, the music department will host an Honors Recital during Black Tiger Time. Students may perform a solo (3 points) or as part of an ensemble (2 points) to earn credit for this activity. Music selection and preparation should be done in consultation with a director or private lessons instructor.

* + Public Performance: 2 – 3 points

Students may earn points when performing a solo (3 points) or in an ensemble (2 points) on their primary instrument or piano at non-school events. This includes performing in a place of worship or for a religious function, or playing for a school or community event when not participating with a director-lead ensemble. To earn credit for this option, students must turn in the program from the event (if possible) where you played and complete the *Public Performance Verification Form*.

* + Extracurricular Ensembles: 1 – 2 points

Participate in one of the extracurricular ensembles listed below. Students may include memberships in ensembles only related to the Honors course for credit. Students will earn one point per ensemble, with a maximum of two points total per grading. The director of the ensemble will need to sign the *Honors Credit Point Sheet* in order for you to earn credit for this activity.

* + - *Instrumental Extracurricular Ensembles*

Pep Band (must attend all performances)

Jazz Ensemble

Gold Tones

Pit Orchestra

* + - *Choral Extracurricular Ensembles*

Ambassadors

M&Ms

* *Applied Instrument Points*
	+ Private Lessons: 4 - 5 points per grading period

Students must take private lessons with an approved instructor on their primary instrument or piano for the entire grading period. All instructors must be professional musicians with performance and teaching experience. Lessons must meet weekly (5 points) or bi-weekly (4 points) and the student must attend 85% of their scheduled lessons. The student and the instructor must complete the *Private Lessons Verification Form*. It includes areas of progress, attendance and effort. You must have a satisfactory report in order to earn points.

* + Audition Recording: 4 points

There are many opportunities for performing in area ensembles that require an audition, as well as honor bands/choirs at area colleges and universities. In conjunction with your director, review the required audition materials and process and prepare an appropriate recording for an audition.

* + Participation in a Masterclass or Workshop: 4 points

Students who participate in a masterclass or workshop on their instrument and **perform independently** at these events can earn 4 points for their work. Students will need to complete the *Masterclass/Workshop Verification Form*.

* + Weekly Practice Recordings: 3 points

Record all of your current band music. Recordings should be approximately 15 minutes in length and must be submitted to your band director by Friday each week. It is each student’s responsibility to make sure that recordings are submitted on time. **Late recordings will not be accepted**. At the beginning of the recording, students must state their name and date of recording. As they work through each piece, students must state the title of the piece and guide the listener through their performance.

* + Record Scales: 2 – 4 points (BAND ONLY)

Students may only submit scales once each year. Prior to playing, name the scale in concert pitch and then perform it. If you make a mistake, you must redo that scale. Once your recording is completed without any mistakes, it may be submitted to your director. Students may record their major scales and a 2 octave chromatic scale (2 points) or record all 15 natural minor scales and a 2 octave chromatic scale (3 points) or record all 15 minor scales in all three forms and a 2 octave chromatic scale (4 points).

* + Workshop or Clinic: 2 points

Many of the area colleges or universities offer instrumental or vocal clinics. To receive credit, students must attend an event for their primary instrument or performance area, submit a program and complete the *Workshop/Clinic Verification Form.*

* *Research Points*
	+ Composition/Arranging Project: 1 - 5 points

Students may elect to earn credit for creating a composition or arrangement. The final point value will be determined by the length of composition and orchestration of composition. To select this option, you must have director approval. Work will be evaluated using the *Composition Rubric*.

* + Concert Critique: 1 – 3 points

Critiques should be 2 – 3 pages in length. Requirements are:

* + - Coverage, listing title of project, name and course
		- 1 – 1 ½ page summary of event, performers, setting and musical selections
		- 1 – 1 ½ page description of performance, including comments on tone, intonation, articulations, musicality, expression, etc
		- Typed, 12pt font
		- All critiques must have the program and/or ticket stub attached.

Credit will be awarded based on the type of performance students **attend** and critique.

* + - *Professional Level Concert – 3 points*

Review a concert where you hear professional musicians perform (Cleveland Orchestra, Akron Symphony, Musical, Opera, Ballet, etc). Ask your director if the concert you are considering will be given credit.

* + - *College or University Level Convert – 2 points*

Review and attend a concert at an area college or university. The area schools offer a wide range of programming (frequently at no cost), including band concerts, choir concerts, recitals on every instrument and recitals of chamber music. Ask your director if the concert you are considering will be given credit.

* + - *School Concert – 1 point*

Attend and review any school band, choir or musical concert in which you do not perform. This includes any middle school or elementary events as well.

* + - *Community or Place of Worship Event – 1 point*

Attend and review a concert in the community or at a church.

* + - *Pop or Rock Concert – 1 point*

Attend and review a rock concert. (maximum one point per grading period for this option)

* + Composer and Literature Project: 2 points

This research project should be 3 – 4 pages in length. Requirements are:

* + - Cover page, listing title of project, name and course
		- 1 – 1 ½ page summary of composers life
		- 1 – 1 ½ page summary of composers major works and contributions to music
		- 1 – 1 ½ page summary of how this composer and/or their music has influenced your musicianship
		- Typed, 12pt font
		- Works cited page
	+ Instrument or Musical Technique Report: 2 points

This research project should be 3 – 4 pages in length. Requirements are:

* + - Cover page, listing title of project, name and course
		- 1 – 2 page summary of history and development of your own instrument
		- 1 – 2 page summary of major works for your instrument
		- Typed, 12pt font
		- Works cited page
* *Special Project* (1 – 5 points)

Students can suggest or request a special assignment. Communicate with your director to determine the details and requirements as well as the point value for the assignment.

**Point Distribution**

* 5 Points
	+ Private Lessons on your primary instrument or piano
	+ Participation in an auditioned ensemble outside of school
* 4 Points
	+ Participation in OMEA All-State Band, Choir or Orchestra
	+ Perform a solo at Solo & Ensemble Contest
	+ Participation in a masterclass or workshop
	+ Prepare audition recording
	+ Record all 15 minor scales – all forms - and 2 octave chromatic scale (BAND ONLY)
* 3 Points
	+ Perform in an ensemble at Solo & Ensemble Contest
	+ Participation in honor band/choir at a college or university
	+ Composition/arranging project
	+ Critique of a professional concert
	+ Perform a solo on quarterly Honors Recital
	+ Public performance as a soloist
	+ Record all 15 minor scales – natural form - and 2 octave chromatic scale (BAND ONLY)
	+ Weekly practice recording (7 weeks minimum)
* 2 Points
	+ Perform in an ensemble on quarterly Honors Recital
	+ Public performance as a part of an ensemble
	+ Attend workshop/clinic for your instrument at a college or university
	+ Critique of a college/university concert
	+ Record all 15 major scales and 2 octave chromatic scale (BAND ONLY)
	+ Composer or literature project
	+ Instrument or technique project
	+ Participation in multiple extracurricular ensembles at CFHS
* 1 Point
	+ Participation in one extracurricular ensemble at CFHS
	+ Critique of a school, community or rock concert

**Quarterly Deadlines**

|  |  |  |
| --- | --- | --- |
| **Quarter** | ***Honors Credit Point Sheet* Due** | **Deadline for Projects** |
| Quarter 1August 17 – October 13 | Friday, September 2 | Wednesday, October 12 |
| Quarter 2October 17 – December 21 | Friday, October 21 | Wednesday, December 14 |
| Quarter 3January 4 – March 10 | Friday, January 6 | Wednesday, March 8 |
| Quarter 4March 13 – May 24 | Friday, March 17 | Friday, May 12 |

 Forms

Honors Band and Choir Program

2016/2017 School Year

***Honors Credit Point Sheet***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To receive Honors credit, you must complete this form during the first week of each quarter and submit it to your director for approval. List all options you intend to use to earn the 8 - 10 points required per quarter. You may list as many activities as you like, however, you will not be permitted to add any after the approval by your director. This document must be used to collect evidence of completing the selected activities and should be submitted by the deadline at the end of each grading period. *Failure to meet the requirement of 8 - 10 Honors points will result in your quarter grade being lowered by one letter grade.*

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Potential Point Value | Verification Materials Completed | Points Awarded by Director |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  **TOTAL POINTS EARNED** |  |

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Director Approval \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

***Ensemble Verification Form***

*To be completed by student:*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Name of ensemble: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Position in organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Rehearsal schedule: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* List date, time and location of next performance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To be completed by organization:*

Person completing verification form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Role in organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* The student is prompt for rehearsals and performances. Yes No
* The student is prepared for rehearsals and performances. Yes No
* The student behaves in a professional manner for rehearsals and performances. Yes No

*Comments:*

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Honor Band/Choir Verification Form***

**(A program from the event must accompany this form.)**

*To be completed by student:*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Name of ensemble: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Location of ensemble: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Rehearsal schedule: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* List date, time and location of performance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please describe the rehearsals that went into this performance.

What did you learn at this event?

What was your favorite piece of music from this event?

How did this performance compare to other performances you have experienced?

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Participation in Masterclass/Workshop Verification Form***

**(A program from the event must accompany this form.)**

*To be completed by student:*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Name of event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Name of clinician or musician at masterclass/workshop:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* List date, time and location of event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please describe the activities that were part of this event.

What did you learn at this event?

What was your favorite piece of music from this event?

How did this event compare to other performances you have experienced?

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Public Performance Verification Form***

*To be completed by student:*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Performance Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Person in Charge of Performance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Date and Time of Performance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Solo or Ensemble: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Title of Piece Performed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Reason for performance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Audience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To be completed by organization:*

Person completing verification form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* The student was prompt for rehearsals and performances. Yes No
* The student was prepared for rehearsals and performances. Yes No
* The student behaved and dressed in a professional manner for rehearsals and performances. Yes No
* Would you be willing to have the student perform again? Yes No

*Comments:*

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Private Lessons Verification Form***

*To be completed by student:*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Lesson on what instrument: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructor’s Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructor’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To be completed by private lessons instructor:*

* The student is prompt for lessons. Yes No
* The student is prepared for lessons. Yes No
* The student behaves in a professional manner for lessons. Yes No

Please score the student in each area and provide any comments you would like to share. (1 = Developing; 2 = Basic; 3 = Proficient; 4 = Advanced; 5 = Sophisticated)

 Tone and pitch development \_\_\_\_\_\_\_\_\_\_\_

 Technical development \_\_\_\_\_\_\_\_\_\_\_

 Musical development \_\_\_\_\_\_\_\_\_\_\_

 Attitude and effort \_\_\_\_\_\_\_\_\_\_\_

 Lesson preparation \_\_\_\_\_\_\_\_\_\_\_

Total number of lessons this grading period \_\_\_\_\_\_\_\_\_\_\_

Number of lessons missed by student during this grading period ­\_\_\_\_\_\_\_\_\_\_\_

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Attendance for Workshop/Masterclass Verification Form***

**(A program from the event must accompany this form.)**

*To be completed by student:*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Name of event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Location of event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What information did the workshop/clinic cover?

What was the background of the clinician?

What did you learn at this event?

What was your favorite piece of music from this event?

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Scale Recording Project - Rubric***

*Review this rubric to learn how your performance will be evaluated.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **ACCURACY** | * All scales are performed with 100% accuracy
* There are no mistakes noted
 | * Scales are performed with 90% accuracy
* There are minor mistakes noted, but they do not impact the overall quality of the performance
 | * Scales are performed with 80% accuracy
* Key signatures are not followed and/or there are repeated mistakes
 | * Scales are performed with 70% accuracy
* Key signatures are not followed and it is difficult to follow the student in their performance
 |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **TONE QUALITY** | * Scales are performed with well developed, sophisticated tone quality throughout the range of the instrument
* Range does not impact tone quality
 | * Scales are performed with characteristic tone quality throughout the range of the instrument
* Range may have minimal impact on tone quality
 | * Scales are performed with somewhat characteristic tone quality throughout the range of the instrument
* Range has impact on tone quality
 | * Scales are performed with limited characteristic tone quality throughout the range of the instrument
* Range has significant impact on tone quality
 |
|  | **2 POINTS** | **1.5 POINTS** | **1 POINT** | **.5 POINTS** |
| **INTONATION** | * Sophisticated and precise intonation throughout range of scales
 | * Acceptable intonation throughout range of scales
 | * Range of scales impacts intonation
 | * Range of scales significantly impacts intonation
 |
|  | **2 POINTS** |  | **1 POINT** | **0 POINTS** |
| **TEMPO** | * Scales are performed at consistent tempo with steady beat
 |  | * Performance may rush/drag at times and/or be have an erratic pulse
 | * Scales are not performed at a consistent tempo
 |
|  | **2 POINTS** |  | **1 POINT** | **0 POINTS** |
| **ARTICULATION** | * Scales are performed with clear, precise articulation
 |  | * Articulation may be inconsistent at times but is acceptable
 | * Articulation is inconsistent and unacceptable for the performance
 |

Total from Rubric: \_\_\_\_\_\_\_ ***(To receive credit, students must earn a score of 10 points.)***

*Comments:*

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Research Project - Rubric***

*Review this rubric to learn how your work will be evaluated.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **CONTENT** | * Appropriate topic
* Strong support of topic; discussed topic in detail and covers all important points
* Clear and appropriate organization, with effective transitions, introduction and conclusion
 | * Appropriate topic
* Good support for topic; discussion may be lacking depth but covers most important points
* Organization, transitions, introduction and conclusion lack some clarity and/or sophistication
 | * Questionable topic
* Limited support for topic; details are vague and do not cover important points
* Organization, transitions, introduction and conclusion lacking clarity and/or appropriateness
 | * Topic does not meet requirement
* Insufficient support of topic; greatly lacking in details relevant to topic
* Organization, transitions, introduction and conclusion are unclear and/or irrelevant
 |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **QUALITY OF RESEARCH** | * Cited 3 or more reliable sources
* Research is in-depth and detailed
* Abundant information provided to support all aspects of the topic
 | * Cited at least 2 reliable sources
* Research is sufficient and detailed
* Sufficient information provided to support all aspects of the topic
 | * Cited 1 reliable source
* Research is limited and may not be from reliable sources
* Limited information provided to support all aspects of the topic
 | * Failed to cite sources
* There is limited evidence of quality research in the project
* Little to no information provided to support all aspects of the topic
 |
|  | **2 POINTS** | **1.5 POINTS** | **1 POINT** | **0 POINTS** |
| **VOCABULARY & GRAMMAR** | * Sophisticated and precise word choice
* No spelling or grammatical errors
 | * Effective word choice
* Few spelling and/or grammatical errors
 | * Limited effectiveness in word choice
* Consistent errors in spelling and/or grammar
 | * Ineffective word choice
* Frequent errors in spelling and/or grammar
 |
|  | **2 POINTS** |  | **.5 POINTS** | **0 POINTS** |
| **WORKS CITED** | * All works properly cited in *Works Cited* page
 |  | * Not all sources properly cited in *Works Cited* page.
 | * No *Works Cited* page
 |
|  | **2 POINTS** |  | **.5 POINTS** | **0 POINTS** |
| **STRUCTURE & FORMAT** | * Project includes all required elements – cover page, appropriate length, correct font size and appropriate distribution of content
 |  | * Project is missing one element as outlined in project description
 | * Project is missing multiple elements as outlined in the project description
 |

Total from Rubric: \_\_\_\_\_\_\_ ***(To receive credit, students must earn a score of 10 points.)***

*Comments:*

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Concert Critique - Rubric***

*Review this rubric to learn how your performance will be evaluated.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **CONTENT** | * Appropriate topics covered in critique
* Strong support of topic; discussed topic in detail and covers all important points
* Clear and appropriate organization, with effective transitions, introduction and conclusion
 | * Appropriate topics covered in critique
* Good support for topic; discussion may be lacking depth but covers most important points
* Organization, transitions, introduction and conclusion lack some clarity and/or sophistication
 | * Questionable topics covered in critique
* Limited support for topic; details are vague and do not cover important points
* Organization, transitions, introduction and conclusion lacking clarity and/or appropriateness
 | * Topic does not meet requirement
* Insufficient support of topic; greatly lacking in details relevant to topic
* Organization, transitions, introduction and conclusion are unclear and/or irrelevant
 |
|  | **2 POINTS** | **1.5 POINTS** | **1 POINT** | **0 POINTS** |
| **VOCABULARY & GRAMMAR** | * Sophisticated and precise word choice
* No spelling or grammatical errors
 | * Effective word choice
* Few spelling and/or grammatical errors
 | * Limited effectiveness in word choice
* Consistent errors in spelling and/or grammar
 | * Ineffective word choice
* Frequent errors in spelling and/or grammar
 |
|  | **2 POINTS** |  | **.5 POINTS** | **0 POINTS** |
| **STRUCTURE & FORMAT** | * Project includes all required elements – cover page, appropriate length, correct font size and appropriate distribution of content
 |  | * Project is missing one element as outlined in project description
 | * Project is missing multiple elements as outlined in the project description
 |

Total from Rubric: \_\_\_\_\_\_\_ ***(To receive credit, students must earn a score of 6 points.)***

*Comments:*

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

***Composition Rubric***

*To be completed by student:*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **NOTATION** | * The student correctly utilizes musical notation 100% of the time in the assignment.
* The final copy is neat and easy to read.
 | * The student frequently utilizes proper musical notation
* There are a few minor errors.
* The final copy is neat and easy to read.
 | * The student sometimes utilizes proper musical notation.
* There are several errors that detract from the overall ideas of the assignment.
 | * The student utilizes proper musical notation some of the time.
* There are numerous errors that make it difficult to comprehend the ideas in the assignment.
 |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **HARMONIC ACCURACY** | * The student accurately uses the harmonic vocabulary required for the assignment 100% of the time.
 | * The student accurately uses the harmonic vocabulary required for the assignment most of the time.
* There are a few minor errors but they do not detract from the overall quality of the work.
 | * Limited effectiveness in word choice
* Consistent errors in spelling and/or grammar
 | * Ineffective word choice
* Frequent errors in spelling and/or grammar
 |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **RHYTHMIC ACCURACY** | * The student accurately accounts for the correct number of beats in each measure of music.
* There are minimal errors in all of the parts.
 | * The student accurately accounts for the correct number of beats in each measure of music most of the time.
* There are a few minor errors in one or more parts.
 | * The students accurately accounts for the correct number of beats in each measure
* e some of the time. There are major errors in one or more parts that detract from the overall quality of the work.
 | * The student rarely accounts for the correct number of beats in each measure.
* There are numerous errors in one or more parts that make it difficult to understand the musical ideas.
 |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **CREATIVITY** | * The student clearly expresses musical ideas within the assignment.
* The ideas are original, unusual or imaginative and relate well to one another.
* Explores and varies at least two musical elements and these concepts all are well developed.
 | * The student clearly relates some musical ideas within the assignment.
* The ideas generally relate well with one another and are somewhat developed.
 | * The student clearly relates some musical ideas within the assignment.
* The ideas generally relate well with one another and are somewhat developed.
 | * The student does not develop any clear musical ideas within the assignment. No variety or exploration of musical elements (i.e. dynamics, tempo, rhythm, melody.
 |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **AESTHETIC** | * Strong aesthetic appeal and general impression.
* Would be enjoyed by many listeners. Keeps the listener interested.
 | * Includes some interesting musical ideas.
* The general impression is pleasant and moderately effective.
 | * Includes at least one interesting musical idea.
* Yet, the overall impression is not very effective.
 | * Does not present an effective, coherent general impression.
* Musical ideas are confusing and do not hold the listener’s interest.
 |
|  | **4 POINTS** | **3 POINTS** | **2 POINTS** | **1 POINT** |
| **CRAFTSMANSHIP** | * Presents at least one complete musical idea.
* Has a coherent, cohesive, organized form with a clear beginning, middle and end.
* Uses musical elements to organize musical ideas and/or the form.
* Uses repetition to convey musical ideas and form.
 | * Ending feels final.
* Uses at least one musical element to organize the musical ideas and overall form of the composition.
* May or may not employ repetition effectively.
 | * Presents one complete musical idea.
* However, composition lacks overall completeness.
* Fails to use musical elements to organize musical ideas or forms.
* Limited use of repetition
 | * Gives no sense of a completed musical idea.
* Piece lacks repetition, exhibiting no clear beginning, middle or end section.
* Form appears random rather than organized.
* Musical elements (range, dynamics, tempo, rhythm, melody) do not connect well or are not used to organize musical ideas or the form.
 |

***Students must earn a minimum of 16 points on the rubric to earn credit for this option.***

COMMENTS:

*To be completed by director:*

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Points awarded: \_\_\_\_\_\_\_\_\_\_

**Contact Information**

*Honors Program Information* –

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*Honors Band* –

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