

HIGH SCHOOL MUSIC ENSEMBLE HONORS OPTION COURSE REQUIREMENTS 2011- 2012

Mission / Rationale

The mission of the Parkway Music Ensemble Honors Option is:

To foster artistry in musically gifted and talented students through special guidance, experience and opportunity.

To offer an additional rigorous program of study which will challenge and inspire students who wish to undertake a more serious and superior level of work in the field of music.

To encourage the continuing development of exemplary musicianship through the study of solo performance skills in competitive situations and in juried exams.

To increase and develop audition skills and provide multiple opportunities for students to take greater responsibility for their independent learning and musical growth.

To increase reflective and analytical skills through written music critiques or essays.

To develop and maintain a separate, unique and evolving personal curriculum and learning plan, directly supporting the ensemble class curriculum without duplicating it in any way.

To increase musical achievement through appropriate and varied assessments, which provide specific feedback, guiding student work and ensuring continued growth.

To prepare music students for collegiate level music experiences in varied and appropriate ways.

Vision / Goals and Objectives for Honors Option High School Music Ensembles

Each semester, Honors students will:

Develop a personal curriculum by completing a contract and learning plan with guidance from their ensemble director/teacher, which will evolve each semester that one applies for the Honors grade. The contract must be signed by student, parent and music teacher.

Demonstrate ongoing personal growth in the areas of solo audition and solo performance skills and in analytical and written expression.

Maintain a portfolio which will include artifacts that document growth in skills, reflect a higher quality of work, spiral from semester to semester, and demonstrate individual progress and growth.

Prepare and perform for a teacher approved auditioned music ensemble outside of the school setting or prepare and perform a solo at Solo and Ensemble Festival, demonstrating collegiate level of musical preparation.

Perform a graded juried performance exam for appropriate music faculty reflecting a semester's worth of growth and development.

Research and write a scholarly in-depth musical critique or critical essay on an approved musical topic.

These goals and objectives align with the Parkway Mission to create curious, capable and confident learners.

Revised 7/20/11

Honors Grade Information

In order to apply and be considered for an Honors grade, students must maintain an A in their music ensemble, receiving a 97%. In addition, individual growth, progressive skills, advancing knowledge and continual development must be demonstrated and documented at the completion of each semester and reviewed from semester to semester. Documentation of activities and their evaluations must be kept in an individual student portfolio in the music department.

Honors Portfolios will be maintained throughout a student's career for each Honors student in his/her music department and will consist of contracts and learning plans, written assessments, graded essays and papers, contest assessments and other documentation and artifacts which reflect and support each student's growth and development throughout each semester. The portfolios will serve as a reference for students when doing self-evaluation or reflective essays and as a reference for teachers when developing a new individual learning plan. The portfolios will serve as a resource when assessing and thus assuring growth throughout a student's high school musical career.

Procedure:

Students must complete the following order to be considered for the Honors Grade.

1. Teacher and student will meet in **pre-conference** to develop and agree upon an individual **contract and learning plan** for each semester. This contract and learning plan will be kept on file in an individual portfolio. The contract and learning plan, signed by student, teacher and parent, must be completed and returned in the first three weeks of the semester. Required Every Semester
2. Students will **audition** for a teacher approved, rigorous music ensemble, outside of the school setting, such as St. Louis Symphony Youth Orchestra, All Suburban Choir, Band or Orchestra and All State Ensembles. Required Fall Semester
3. Students will research, write and submit a scholarly **in-depth musical critique or critical essay** on an approved musical topic. The paper should reflect a higher level of analysis. Required Spring Semester
4. Students will prepare and perform a **solo for District Solo and Ensemble Festival** and must receive a Superior or Excellent rating. Students receiving Superior ratings will participate in State Solo Festival. Required Spring Semester
5. Students will **prepare and perform a solo jury**, which must demonstrate increased musicianship and technical proficiency. Jury evaluation will be based on the contents of the semester's individual learning plan and the student performance will include a solo and sight reading or technical exercise. The jury will be assessed through a predetermined standard rubric. Required Every Semester
6. Students will write and submit a **reflection paper** based on self-assessment, which will support the successful completion of their semester learning plan. Required Every Semester
7. Students will assist with developing and maintaining their Honors portfolios. Required Every Semester

JUNIOR MUSIC HONORS OPTION SEMESTER #1 CHECKLIST

Fall Semester

Students will:

1. Declare their intent and meet in **Pre-conference** with their ensemble director/teacher to discuss the development of a personal contract and individual learning plan for the semester.
2. Create an **Individual Learning Plan (ILP)** that will outline goals for increased growth in musicianship and technical proficiency and the specific solo repertoire, which will facilitate this growth. The ILP must be completed and be kept on file in the student's portfolio by week three of each semester.
3. **Audition** for a teacher approved music ensemble outside of the school setting. Appropriate ensemble auditions include, but are not limited to, the St. Louis Symphony Youth Orchestra, All Suburban Choir, Band or Orchestra and All State Ensembles.
4. Perform a **solo jury** for appropriate music faculty, which will demonstrate increased musicianship, technical proficiency and a semester's worth of study. The jury material will be selected from the student's ILP. The jury performance must result in an overall superior or excellent range in order for the student to be eligible for an Honors Grade.

The solo jury will include:

- prepared solo(s)
 - sight reading and/or scales
 - appropriate technical exercises
 - demonstration of knowledge of appropriate music theory, expressive elements and terms
5. Write and submit a **reflection essay** based on self-assessment, which will support and document the successful completion of their semester Individual Learning Plan. The paper should discuss the student's technical and musical developments of the semester and reflect upon their audition performance and jury preparations. It should be two to three pages in length, printed double-spaced in Times New Roman font 12 and should reflect excellent writing practices.

The reflective essay will be graded using Parkway's Grade 11-12 Six Trait Analytic Rubric.

JUNIOR MUSIC HONORS OPTION SEMESTER #2 CHECKLIST

Spring Semester

Students will:

1. Declare their intent and meet in **Pre-conference** with their ensemble director/teacher to discuss the development of a personal contract and individual learning plan for the semester. The ensemble director/teacher must refer to prior individual learning plans to ensure continued growth through study of new repertoire and the establishment of further goals.
2. Create an **Individual Learning Plan (ILP)** that will outline goals for increased growth in musicianship and technical proficiency and specific solo repertoire, which will facilitate this growth. The ILP must be completed and be kept on file in the student's portfolio by week three of each semester.
3. Research, write and submit a scholarly **in-depth musical critique or critical essay** on a teacher approved musical topic. The paper should reflect a higher level of analysis.
4. Students will prepare and perform a **solo(s) for District Solo and Ensemble Festival** and must receive a Superior or Excellent rating. The solo must be selected from the approved state music list. The solo(s) must demonstrate an advancing level from any previous solo repertoire studied. Students receiving Superior ratings at the district level will participate in the State Solo Festival.
5. Perform a **solo jury** for appropriate music faculty, demonstrating increased musicianship, technical proficiency and a semester's worth of study. The jury material will be selected from the student's ILP. Each successive semester Honors jury expectations will increase in technical and musical attributes. A higher level of performance in the jury is expected. The jury performance may not consist of any music played for a previous jury. The jury performance must result in an overall superior or excellent range in order for the student to be eligible for an Honors Grade.

The solo jury will include:

- prepared solo(s)
- sight reading and/or scales
- appropriate technical exercises
- demonstration of knowledge of appropriate music theory, expressive elements and terms.

6. Write and submit a **reflection essay** based on self-assessment, which will support and document the successful completion of their semester Individual Learning Plan. The paper should discuss the student's technical and musical developments of the semester and reflect upon their solo and ensemble performance and jury preparation. It should be two to three pages in length, printed double-spaced in Times New Roman font 12 and should reflect excellent writing practices.

The critical and reflection essays will be graded using Parkway's Grade 11-12 Six Trait Analytic Rubric.

SENIOR MUSIC HONORS OPTION SEMESTER #3 CHECKLIST

Fall Semester

Students will:

1. Declare their intent and meet in **Pre-conference** with their ensemble director/teacher to discuss the development of a personal contract and individual learning plan for the semester. The ensemble director/teacher must refer to prior individual learning plans to ensure continued growth through study of new repertoire and the establishment of further goals.
2. Create an **Individual Learning Plan (ILP)** that will outline goals for increased growth in musicianship and technical proficiency and specific solo repertoire which will facilitate this growth. Third semester Honors expectations will increase in technical and musical attributes for each student. The ILP must be completed and be kept on file in the student's portfolio by week three of each semester.
3. **Audition** for a teacher approved music ensemble outside of the school setting. Appropriate ensemble auditions include, but are not limited to, the St. Louis Symphony Youth Orchestra, All Suburban Choir, Band or Orchestra and All State Ensembles.
4. Perform a **solo jury** for appropriate music faculty, which will demonstrate increased musicianship and technical proficiency and a semester's worth of study. The jury material will be selected from the student's ILP. The jury performance may not consist of any music played for a previous jury. The jury performance must result in an overall superior or excellent range in order for the student to be eligible for an Honors Grade. Each successive semester Honors jury expectations will increase in technical and musical attributes demonstrated by the level of performance in the jury.

The solo jury will include:

- prepared solo(s)
- sight reading and/or scales
- appropriate technical exercises
- demonstration of knowledge of appropriate music theory, expressive elements and terms

5. Write and submit a **reflection essay** based on self-assessment, which will support and document the successful completion of their semester Individual Learning Plan. The paper should discuss the student's technical and musical developments of the semester and reflect upon their audition performance and jury performance preparation. It should be two to three pages in length, printed double-spaced in Times New Roman font 12 and reflect excellent writing practices.

The reflection essay will be graded using Parkway's Grade 11-12 Six Trait Analytic Rubric.

SENIOR MUSIC HONORS OPTION SEMESTER #4 CHECKLIST

Spring Semester

Students will:

1. Meet in **Pre-conference** with their ensemble director/teacher to discuss the development of a personal contract and individual learning plan for the semester. The ensemble director/teacher must refer to prior individual learning plans to ensure continued growth through study of new repertoire and the establishment of further goals.
2. Create an **Individual Learning Plan (ILP)** that will outline goals for increased growth in musicianship and technical proficiency and specific solo repertoire, which will facilitate this growth. The ILP must be completed and be kept on file in the student's portfolio by week three of each semester.
3. Research, write and submit a scholarly **in-depth critical essay** on a teacher approved musical topic. This essay should indicate a higher level of analysis. Senior research topics should be complex in nature and should reflect in-depth research on a specific topic. They should not be broad in topic or merely descriptive in nature and should reflect a high level of writing skills
4. Students will prepare and perform a **solo(s) for District Solo and Ensemble Festival** and must receive a Superior or Excellent rating. The solo(s) must be selected from the approved state music list. The solo(s) must demonstrate an advancing level from any previous solo repertoire studied. Students receiving Superior ratings at the district level will participate in the State Solo Festival.
5. Perform a **solo jury** for appropriate music faculty, which will demonstrate increased musicianship and technical proficiency and a semester's worth of study. The jury material will be selected from the student's ILP. Each successive semester Honors jury expectations will increase in technical and musical attributes, demonstrated by the level of performance in the jury. The jury performance may not consist of any music played for a previous jury and must be rated in the overall superior or excellent range in order for the student to be eligible for an Honors Grade.

The solo jury will include:

- prepared solo(s)
- sight reading and/or scales
- appropriate technical exercises
- demonstration of knowledge of appropriate music theory, expressive elements and terms

6. Write and submit a **reflection essay** based on self-assessment, which will support and document the successful completion of their semester Individual Learning Plan. The paper should discuss the student's technical and musical developments of the semester and reflect upon their solo and ensemble performance and jury preparation. It should be two to three pages in length, printed double-spaced in Times New Roman font 12 and should reflect excellent writing practices.

The critical and reflection essays will be graded using Parkway's Grade 11-12 Six Trait Analytic Rubric.