

Hazen Union School

High School Music Curriculum

MUSIC PHILOSOPHY

Music touches the mind, body, and spirit. Music is a compelling, meaningful, and powerful force in our lives. The serious study of music is vital to the appreciation and understanding of our culture and the cultures of the world. Through listening, performing, and composing, we create opportunities for our students to have a deeper understanding of music.

GOALS FOR MUSIC EDUCATION

Artistic Expression: ^[L]_[SEP] Students develop the necessary techniques and appropriate vocabulary to communicate artistically.

Creative Expression: ^[L]_[SEP] Students use experience and imagination in composition, improvisation and interpretation of music.

Historical and Cultural Context: ^[L]_[SEP] Students acquire knowledge and appreciation of the richness and complexity of human history and the diversity of world cultures through music.

Aesthetic Valuing: ^[L]_[SEP] Students analyze, interpret, and make critical judgments about the arts in accord with intuitive and learned aesthetic principles.

The performing arts help students to develop self-esteem, self-discipline, self-motivation and cooperation skills necessary for success in life. The performing arts can be a powerful vehicle for motivation and teaching students. Because the performing arts allow students to express themselves in different ways, involvement in the arts is often responsible for keeping them in school. The performing arts are for everyone, not just the talented. Just as society expects competence in mathematics of all students, society should expect competence in the performing arts.

The performing arts are rigorous academic disciplines which require active learning through creation, practice, rehearsal and performance of works of art. Studying the performing arts involves critical and creative thinking and problem-solving skills. The performing arts have intellectual and emotional components. They build a bridge between verbal and non-verbal, between the strictly logical and the emotional - the better to gain an understanding of the whole. When students create artistic works, they grow in their ability to comprehend the world and learn to communicate with others.

In music classes, we want our students to:

1. develop a sense of belonging, of connecting with society
2. develop reliability, responsibility, patience and the willingness to try something new
3. take pleasure in rehearsal and performance, and pride in their successes
4. have high expectations for themselves and be active participants in their lives - not spectators
5. learn to develop their skills through sustained effort
6. develop an understanding of human nature and the ability to empathize
7. become tolerant and open to others' ideas and ways of being
8. develop a love for all arts

The music curriculum is based upon learning by experience. The primary goals of the music program are to develop basic music literacy in all of our students and to insure that our students have a basic knowledge of music history and literature. In high school, students are required to take one credit in the Fine Arts for graduation and may take additional classes for elective credit.

There are several non-performance opportunities offered including music history and literature, music theory and composition. Students also are able to design their own independent studies that in the past have included video, powerpoint presentations, guitar playing, song writing and more.

BAND SYLLABUS

Course Title: Band
Department: Music
Teacher: Steven Light

Grade Level: 9-12
Course Duration: Full Year
Credits: 1 Elective in the Arts

Prerequisites: At least one year's experience on an instrument and permission of the instructor.

Course Description: The Hazen Union High School Band is made up of music loving students who enjoy working hard on their own and in the group to create great sounding music. Students perform several major concerts a year and have various opportunities to play solos, small ensembles and participate in regional music festivals. In addition to the regular class meeting time each student is required to have a lesson once a week during which time s/he works on computer assisted music drills as well as technical exercises, solos, duets and band music.

Homework: Extensive rehearsal and regular home practice is required.

Course Objectives: All members of the Hazen Union High School Band will:

1. Develop musical skills at their own pace
2. Enjoy making music individually and with others
3. Develop a sense of group dynamics
4. Learn to make personal and group decisions
5. Become literate in the musical language
6. Learn to listen while playing
7. Learn to think critically and problem solve
8. Learn to play music expressively
9. Develop good practice, rehearsal and performing habits
10. Gain experience in preparing for performances
11. Gain experience in performing situations
12. Contribute to the community
13. Be exposed to and appreciate various types and styles of music, including ones from other cultures

Vermont's Framework of Standards:

It is our belief that learning and playing music helps students in many areas outside the realm of the arts including all four of the "Vital results" (Communication, Reasoning and Problem Solving, Personal Development and Civic/Social Responsibility). In the Arts Standards, many are addressed in band class including "Critical Response" (5.1-5.7), "Responding to Media (5.14), "Artistic Process" (5.22-5.27), "Elements, Forms, and Techniques in the Arts/Artistic Proficiency" (5.28), "Elements, Forms, and Techniques in the Arts/Music" (5.31-5.32).

National Standards for Arts Education ~ Music

We have adopted the National Standards for setting our goals to achieve. Of the 9 standards we currently address the following:

1. Singing, along and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specific guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
9. Understanding music in relation to history and culture.

(Copies available)

Course Overview: Band class meets 1 period per 8 period rotation. In addition to the class each band member is required to have a lesson (usually once a week during the student's study hall) with the band instructor. The High School Band performs about 4 major concerts a year as well as playing at other times (school functions, community events, etc.). The majority of class time is spent preparing the full band repertoire. But also of considerable value are the other kinds of activities besides full group playing. These include listening to selected recordings and discussing them, working on specific technical problems (scales, rhythm work, etc.), units on music vocabulary, musical expression, musical composition and occasionally projects such as making music videos. As part of the ideal of developing as high a degree of musicianship as possible and creating well rounded musicians, band members also prepare solos and small (duet, trio, quartet) ensembles for performance. Many members also audition and participate in the regional Northeastern Vermont Music Festival, Vermont All-State Music Festival and sometimes even the All-New England Music Festival. In addition to working on specific individual technique issues and pieces in lessons, each student works his/her way through a sequenced curriculum of computer assisted music drills. This starts in Middle School and usually takes most all of High School.

Student Expectations: A list of "Band Rules" is handed out at the beginning of each year. The most critical of these are:

1. Be prepared for class and lessons
2. Try your hardest at all times
3. Play musically
4. Attendance at extra rehearsals and all concerts is required
5. Always listen well when others are talking or playing
6. Have fun playing!

Materials:

1. Method books
2. Exercises and scales
3. Solo music (for performance and audition)
4. Band music
5. Ensemble music
6. Musical skills computer software

7. Workshops and field trips
8. Participation in festivals
9. Videos of great musical performances and master classes
10. Audio and video taping of the students

Special Activities: The High School Band takes an annual trip (usually an overnight) made possible by its fundraising efforts to a city (usually New York) where we go to a museum, sightsee, eat some kind of ethnic food and attend 1 or 2 concerts (usually a classical orchestra but sometimes a Jazz group, dance group or even an avant garde electronic music event).

Grading System: The Hazen Music Department uses its own special Instrumental Music Report Card to better indicate and communicate each student's progress. A sample copy is handed out at the beginning of each year. Students are graded on five basic categories:

1. Practice
2. Notes
3. Rhythm
4. Tone and Musicality
5. Technique

Tests, quizzes and exams are factored in to each quarter grade at 25%. Extra credit is given for extra playing, auditioning, festival participation, etc. Points are subtracted for unexcused missed lessons, rehearsals and concerts.

Other information: Students are always welcome to ask for extra help, extra practice time, extra playing opportunities and other musical experiences. Additional music courses are available in the form of independent study to all motivated music students as is the extra-curricular Jazz Ensemble. A Band Newsletter is sent home periodically in an effort to keep parents informed. Everyone is welcomed anytime to visit the music department as well as sit in on a band class (the kids love to perform!)

CHORUS SYLLABUS

Course Title: Chorus
Department: Music
Teacher: Kathy Light

Grade Level: 9-12
Course Duration: Full Year
Credits: 1 Elective in the Arts

Prerequisites: At least one year's experience in music or permission of the instructor.

Course Description: The Hazen Union High School Chorus is a group of students who love to sing. The group rehearses and performs a variety of music in a variety of styles, including folk, jazz, classical and ethnic music (sung in many different languages). The group performs at least twice a year at Hazen and additional performances are sometimes scheduled. Students with no previous music background may need to work in lessons on acquiring note-reading skills.

Course Objectives: All Hazen Union H.S. Chorus members will:

- * Develop musical skills at their own pace
- * Learn to listen while singing
- * Learn to sing music expressively
- * Experience and understand harmony
- * Enjoy making music individually and with others
- * Develop a sense of group dynamics
- * Become literate in the musical language
- * Learn to think critically
- * Develop good rehearsal and performing habits
- * Gain experience in performing situations
- * Contribute to the community
- * Be exposed to and appreciate various types and styles of music, including ones from other cultures

Vermont's Framework of Standards:

It is our belief that learning and playing music helps students in many areas outside the realm of the arts including all four of the "Vital results" (Communication, Reasoning and Problem Solving, Personal Development and Civic/Social Responsibility). In the Arts Standards, many are addressed in chorus class including "Critical Response" (5.1-5.7), "Responding to Media (5.14), "Artistic Process" (5.22-5.27), "Elements, Forms, and Techniques in the Arts/Artistic Proficiency" (5.28), "Elements, Forms, and Techniques in the Arts/Music" (5.31-5.32).

National Standards for Arts Education ~ Music

We have adopted the National Standards for setting our goals to achieve. Of the 9 standards we currently address the following:

1. Singing, along and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specific guidelines.

5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding music in relation to history and culture.

(See attached National Standards table)

Course Overview: Chorus class meets for 5 45 minute periods per week. In addition to the class, each chorus member is required to have a voice lesson (usually scheduled once per week during the student's study hall) with the chorus instructor. The majority of class time is spent on warm-ups, rounds, sight-singing, and preparing the chorus repertoire. Class time is also spent on short units on music vocabulary, rhythm & note-reading, and end-of-year projects such as a cappella groups, song-writing and making music videos. Mid-year exams are prepared solos or small groups by each member of the chorus, performed for the class in the exam period. Many members also audition and participate in the regional Northeastern Vermont Music Festival, Vermont All-State Music Festival and the New England Choral Festival. Students share their talents with the community in performances at Hazen, by volunteering to sing the National Anthem at sports events, singing at Hazen Coffeehouse evenings, and singing in area nursing homes and senior citizen centers.

Student Expectations:

Chorus Rules

1. RESPECT
 - a. The teacher
 - b. The students
 - c. It goes both ways
2. ATTENTION
 - a. You can't do your best if you don't pay attention
 - b. Your commitment is to do your best
 - c. You are responsible for what you learn
3. FOCUS
 - a. On music
 - b. On singing
 - c. NOT on socializing
4. YOUR best is ALWAYS good enough!
 - a. Your grade depends on doing your personal best
 - b. You will never be compared to others, only yourself
5. BE PREPARED
 - a. Bring your folder
 - b. All music in folder
6. ENJOY
 - a. Love singing
 - b. Love music
 - c. Have fun

Special Activities: The High School Chorus and Band take an annual trip (usually an overnight) made possible by its fundraising efforts to a city (usually New York, Boston or Montreal) where we go to a museum, sightsee, eat some kind of ethnic food and attend 1 or 2 concerts (Classical or jazz group, musical theater, dance group or even an avant garde electronic music event).

Grading System: High School Chorus members are graded according to their performance in the following basic categories:

- *Tone & Intonation
- *Notes & Rhythms
- *Technique (breathing, diction, etc...)
- *Attentiveness & Cooperation
- *Preparation (folders, lesson attendance, etc...)

Tests, quizzes and exams are factored in to each quarter grade where appropriate. Extra credit is given for extra singing, auditioning, festival participation, and participating in Select Chorus. Points are subtracted for unexcused missed lessons, rehearsals and concerts.

Other information: Motivated singers are encouraged to audition for Select Chorus, which rehearses after school once a week. Students are also encouraged to audition for festivals and other singing opportunities as they come up.

VERMONT STANDARDS AND LEARNING OPPORTUNITIES ADDRESSED IN MUSIC CLASSES

Expression

Speaking

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Information Technology

Research

1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

Approach

Application

2.6 Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.

Taking Risks

2.8 Students demonstrate a willingness to take risks in order to learn.

Worth and Competence

Respect

3.3 Students demonstrate respect for themselves and others.

Relationships

Teamwork

3.10 Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus building and cooperation to work toward group decisions).

Critical Response

Eras and Styles

5.1 Students demonstrate understanding of the historical eras, styles, and evolving technologies that have helped define forms and structures in the arts, language, and literature.

Point of View

5.5 Students develop a point of view that is their own (e.g., personal standards of appreciation for the arts, language, and literature).

Artistic Process

Intent

5.22 Students convey artistic intent from creator to viewer or listener.

Music

5.31 Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.

5.32 Students translate an idea into music notation or sound.

NATIONAL PERFORMANCE STANDARDS FOR MUSIC ADDRESSED IN MUSIC CLASSES

Content Standards

Grades K-12

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

LEARNING EXPECTATIONS
BAND Grades 9-12

Vermont Framework	National Standard	Activity	Assessment
<p>5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.</p>		<p>Students will play all Major scales and corresponding arpeggios and chromatic scales. They will understand and be able to identify all major key signatures.</p>	<p>Bi-weekly scale playing tests.</p>
<p>1.16 Artistic Dimensions Students use a variety of forms, such as music to create projects that are appropriate in terms of the following dimensions: <ul style="list-style-type: none"> • Skill Development • Reflection and Critique • Approach to work </p>	<p>5. Reading and Notating Music Sight-read, accurately and expressively, music with a level of difficulty of 3-4 on a scale of 1 to 6.</p>	<p>Students will perform respective parts of concert band literature selected for concert performances with correct notes, rhythms, phrasing, dynamics and articulation.</p> <p>Students will perform the district solo for the following school year and record themselves on a CD for their personal portfolio.</p>	<p>Quarterly individual performance tests and public concerts.</p> <p>Mid Year Exam</p>
<p>5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.</p>	<p>2. Performing on instruments, alone and with others, a varied repertoire of music. Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 3-4, on a scale of 1 to 6.</p>		<p>January Project, concerts and marching band</p>
<p>1.14 Critique Students critique what they have heard. This is evident when students: <ul style="list-style-type: none"> • Observe • Describe • Extend • Interpret • Make connections </p>	<p>7. Evaluating music and music performances. Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p>	<p>Students will evaluate their own performance of the district solo using the recording of them on CD. Students will evaluate the band's performance of a given work recorded during a rehearsal</p>	<p>Performance Rubric (included).</p> <p>Solo Evaluation.</p>

LEARNING EXPECTATIONS
BAND Grades 9-12
Cont.

Vermont Framework	National Standards	Activity	Assessment
<p>5.1 Eras and Styles Students demonstrate understanding of the historical eras, styles, and evolving technologies that have helped define forms and structures in the arts.</p> <p>5.22 Intent Students convey artistic intent from creator to viewer or listener.</p> <p>5.26 Analysis Students develop and present basic analysis of works in the arts from structural, historical, economic, and cultural perspectives.</p>	<p>All Standards</p> <p>1. Singing, alone and with others, a varied repertoire of music.</p> <p>2. Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>3. Improvising melodies, variations, and accompaniments.</p> <p>4. Composing and arranging music within specified guidelines.</p> <p>5. Reading and notating music.</p> <p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances.</p> <p>8. Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>9. Understanding music in relation to history and culture.</p>	<p>Students will complete a study guide corresponding with specific concert band literature once each semester. These will be chosen from the selection of repertoire.</p> <p>Individual units will be added as completed.</p>	<p>Study guides, projects, and written tests on terminology each semester.</p>
<p>5.32 Music Students translate an idea into music notation or sound.</p>			
<p>5.7 Audience Response Students respond constructively as members of an audience (e.g., at plays, speeches, concerts, and town meeting).</p>	<p>7. Evaluating music and music performances. Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</p>	<p>Students will evaluate a musical performance of any approved concert each semester.</p>	<p>Performance evaluation form.</p>
<p>5.23 Critique Students critique their own and others' works in progress, both individually and in groups, to improve upon content.</p>	<p>7. Evaluating music and music performances. Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, and apply the criteria in their own personal participation in music.</p>	<p>Students will evaluate the Concert Band's recorded performances of works in progress and pieces ready for performance.</p>	<p>Ensemble Performance Evaluation form (included).</p>

LEARNING EXPECTATIONS CHORUS Grades 9-12

Vermont Framework	National Standard	Activity	Assessment
<p>5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.</p>		<p>Students will sing major scales and understand their construction. Students will practice vowel formation, tone production and articulation. Students will read and perform rhythms vocally and by clapping.</p>	<p>Classroom, periodic tests.</p>
<p>1.16 Artistic Dimensions Students use a variety of forms, such as music to create projects that are appropriate in terms of the following dimensions:</p> <ul style="list-style-type: none"> • Skill Development • Reflection and Critique • Approach to work 	<p>5. Reading and Notating Music Sight-read, accurately and expressively, music with a level of difficulty of 3-4 on a scale of 1 to 6.</p>	<p>Students will perform their respective parts of choral literature selected for concert performances with correct notes, rhythms, phrasing, dynamics and articulation. Students will participate in weekly sight-singing practice alone and with others. Students will perform a chosen solo for their mid-year exam. They will be evaluated by the teacher and fill out a self-evaluation. Chorus students will plan and carry out a creative project that includes a music element for their final exam.</p>	<p>Quarterly individual performance tests and public concerts. Mid Year Exam Rubric Final Exam Rubric</p>
<p>5.31 Music Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.</p>	<p>2. Singing, alone and with others, a varied repertoire of music. Students perform with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 3-4, on a scale of 1 to 6.</p>	<p>Chorus students will sing a wide variety of vocal pieces, including different historical periods and representing a multitude of languages and cultures. Students will learn and perform an appropriate vocal solo for their mid-year exam. Seniors choose their own solo for their Senior Solo Performance.</p>	<p>Class, Performances, Mid-Year and Final Exams</p>
<p>1.14 Critique Students critique what they have heard. This is evident when students:</p> <ul style="list-style-type: none"> • Observe • Describe • Extend • Interpret • Make connections 	<p>7. Evaluating music and music performances. Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.</p>	<p>Students will evaluate their own performance of the district audition piece and their mid-year solo. Students will evaluate the chorus' performance of a given work recorded during a rehearsal. Students listen to and evaluate professional performances of choral music and discuss in terms of techniques used, emotions created, and applications to our own performance.</p>	<p>Performance Rubric Solo Evaluation. Class</p>

LEARNING EXPECTATIONS CHORUS Grades 9-12 Cont.			
Vermont Standards	National Standards	Activity	Assessment
<p>5.1 Eras and Styles Students demonstrate understanding of the historical eras, styles, and evolving technologies that have helped define forms and structures in the arts.</p>	<p>All Standards 1. Singing, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.</p>	<p>Students sing a varied choral repertoire.</p> <p>Creating harmonies, improvising lines, song-writing projects.</p> <p>Song-writing and independent studies in composition.</p> <p>Composition, sight-reading activities.</p>	<p>Projects, and written tests on terminology each semester.</p> <p>Class</p> <p>Rubric</p>
<p>5.22 Intent Students convey artistic intent from creator to viewer or listener.</p>		<p>Classroom activities in listening to recorded and live examples, use of musical vocabulary and terms.</p>	<p>Teacher Observation</p>
<p>5.26 Analysis Students develop and present basic analysis of works in the arts from structural, historical, economic, and cultural perspectives.</p>		<p>Students will evaluate the chorus' performance of a given work recorded during a rehearsal. Students listen to and evaluate professional performances of choral music.</p> <p>Making connections through projects involving music and film, photography, dance, visual arts or theater through final exam creative projects.</p>	<p>Performance evaluation form</p> <p>Final Exam</p>
<p>5.32 Music Students translate an idea into music notation or sound.</p>		<p>Class discussion about historical eras and styles as appropriate to pieces being rehearsed.</p>	<p>Ensemble Performance Evaluation form</p>
<p>5.7 Audience Response Students respond constructively as members of an audience (e.g., at plays, speeches, concerts, and town meeting).</p>		<p>Students learn audience skills through attendance at our own concerts, as well as Hazen Assembly Performances and professional performances through field trips.</p> <p>Students will evaluate a musical performance of any approved concert each semester.</p>	
<p>5.23 Critique Students critique their own and others' works in progress, both individually and in groups, to improve upon content.</p>		<p>Students will evaluate the Chorus' recorded performances of works in progress and pieces ready for performance.</p>	

ASSESSMENT

9-12 Performance Ensemble:

Instrumental and Vocal Ensembles: All performance ensemble classes (Concert Band and Chorus grades 9-12, Jazz Band, and Select Chorus) are performance ensembles where the focus of the class is to learn about instrumental and vocal technique, ensemble technique, musical expression and about music in general through the teamwork and literature of the ensemble. Because of the nature of these classes, assessment can be very difficult and has in the past often been very subjective on the part of the instructor. In the Hazen music curriculum, objective assessment tools have been built in to alleviate some of the subjectivity, to help meet the National Standards and Vermont Framework, and to give the students goals towards which they can work. Some of them in current use are attached.

Hazen Union Music Department Instrumental Report Card

Student Name: _____

Graduation Year: 2006

	QTR 1	QTR 2	QTR 3	QTR 4	
PREPARATION FOR CLASS AND LESSONS (PRACTICE)	90	90	95		_____
NOTE READING (reading/playing melody; stickings/rudiments)	96	96	97		_____
RHYTHM READING (reading/playing rhythms; steady tempo)	96	96	97		_____
TONE AND TUNING (tone production/expressiveness/knowledge of terms)	96	96	97		_____
TECHNIQUE (fingering, sticking, speed/accuracy; playing position, etc.)	96	96	97		_____
SUB TOTAL	94.8	94.8	96.6		
TESTS AND QUIZZES (25% OF GRADE)	103	95	96		
EXTRA CREDIT (Extra playing, Auditions, Festivals, Office work, etc.)			5		
NEGATIVE CREDIT (Missed lessons, rehearsals)					
TOTAL	96	95	101		
LETTER GRADE	A	A	A+		

MID-YR EXAM
HS STUDENTS
ONLY

A

FINAL GRADE
NOT APPLICABLE
UNTIL END OF YEAR

COMMENTS:

TEACHER'S SIGNATURE: _____

PLEASE CALL 472-6511 OR 426-3498 IF YOU HAVE QUESTIONS OR CONCERNS

Sample

ID#
105

First Name LastName

Graduation YR
2006

Qtr 1 Average 104%

Comments

Bb/5 Stroke	100	Try to memorize better	Try for speed	Work on high notes
Eb/7 Stroke	100	Try to memorize better	Try for speed	Work on high notes
Bb2/5 Stroke	115			
Eb2/7 Stroke	110			
F2/9 Stroke	105			
C2/Long Roll	105			
Bb3/5 Stroke	110			
Eb3/7 Stroke	110			
F3/9 Stroke	110			
C3/Long Roll	105			
Ab3/Paradiddle	105			
G3/Db1 Paradiddle	105			
Bb4/5 Stroke	115			
Eb4/7 Stroke	115			
F4/9 Stroke	120			
C4/Long Roll	95			
Ab4/Paradiddle	90			
G4/Db1 Paradiddle	95			
Db4/F1am	95			
D4/F1am Paradiddle-diddle	90			

Hazen Band Critical Listening Sheet

Aspects of performance to think about:

**Note accuracy ~ Rhythm accuracy ~ Tuning ~ Tone
Balance ~ Energy ~ Dynamics ~ Articulation ~ Overall feel**

Name of Piece: _____

Student's Name: _____

1. While listening to the selection jot down notes about the performance. (comments and the measure number).

2. After the piece has finished look over your notes and divide your comments up into the following categories:
 - a) Your individual playing-

 - b) Your section's playing (clarinets, brass, percussion, woodwinds, etc.)-

 - c) Overall band's playing-

 - d) Other comments-

Hazen Union Instrumental Solo Exam

Name: _____

Note the use of a plus (+) or a minus (-) next to the subcategories to indicate areas of excellence or areas that need improvement.

CIRCLE THE POINTS RECEIVED IN EACH CATEGORY - PUT THE TOTAL FOR EACH SECTION IN THE APPROPRIATE BOX AT THE BOTTOM OF EACH SECTION AND IN THE TOTAL BOXES

PITCH ACCURACY accidentals _____ clarity _____	This performance does not demonstrate an expression of musical notation. 1 - 2	Wrong pitches detract from the performance. 3 - 4	Most pitches are correct, with only a few spots of inaccuracy. 5 - 6	Virtually all pitches are correct. 7 - 8 - 9	All pitches are correct. 10
RHYTHMIC ACCURACY subdivision _____ dotted notes _____ ties _____	There are significant rhythm problems. 1 - 2	There are several places in which the rhythms are unclear. 3 - 4	Most rhythms are correct, with only a few spots of inaccuracy. 5 - 6	Rhythms are accurate and clear. 7 - 8	Rhythms are precise. Attacks and releases are executed exactly. 9 - 10
TEMPO / TIME relationships _____	Beat definition is not evident. 1 - 2	Beat definition has several problems. 3 - 4	Beat definition has few problems. 5 - 6	Beat is clear. 7 - 8	Beat is clear and the tempo is solid. 9 - 10
TONE breath support _____ embouchure _____ high range / dyn _____ low range / dyn _____ vibrato _____	Major problems hinder musical expression. 1 - 2	Tonal concept is underway, but needs further refinement. 3 - 4	Tone is clear, but lacks maturity. 5 - 6	Tone is characteristic of the instrument. 7 - 8	Tone is well developed. 9 - 10
INTONATION large intervals _____ particular pitch _____	Intonation creates a barrier to playing in an ensemble. 1 - 2	There are consistent instances of intonation problems. 3 - 4	There are occasional instances of intonation problems. 5 - 6	Intonation does not detract from the performance. 7 - 8	There are few intonation problems with this performance. 9 - 10
EXPRESSION style _____ interpretation _____ dynamics _____	The performance does not express musical ideas effectively. 1 - 2	Expression is inhibited, or too subtly conveyed to the listener. 3 - 4	Performance is expressive, but certain areas are still lacking. 5 - 6	Musical expression is evident throughout. 7 - 8	Performance clearly expresses musical intent of composer. 9 - 10
ARTICULATION as marked _____ technique _____ attacks / releases _____	The composer's intent was not communicated well. 1 - 2	There are many places where articulation is an issue. 3 - 4	Articulation is mostly well executed. 5 - 6	Articulation is well performed throughout. 7 - 8	Articulation enhances the performance. 9 - 10
FACILITY finger choices _____ hand position _____ posture _____	Ability to control the instrument needs significant work. 1 - 2	Several basic components need attention for better facility. 3 - 4	Good fundamental approach. Performance lacks only fluency. 5 - 6	Student has appropriate control of the instrument. 7 - 8	Student has achieved fluent control of the instrument. 9 - 10
Solo Performance (80 points out of a total of 140)				TOTAL:	

SOLO <i>(80 points)</i>		SCALES <i>(30 points)</i>		SIGHTREADING <i>(30 points)</i>		TOTAL <i>(140 points)</i>	
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MAJOR SCALE #1 _____	There are significant problems with pitches, tempo, articulation and other components of the scale requirements. 1 - 2	There are significant problems with some of the scale requirements. 3 - 4	There are minor problems with some of the scale requirements. 5 - 6 - 7	The scale is played as per NE Handbook requirements. 8	The scale exceeds the NE Handbook requirements. 9 - 10
MAJOR SCALE #2 _____	As above 1 - 2	As above 3 - 4	As above 5 - 6 - 7	As above 8	As above 9 - 10
CHROMATIC SCALE On _____	As above 1 - 2	As above 3 - 4	As above 5 - 6 - 7	As above 8	As above 9 - 10
Scale Performances (30 points out of a total of 140)				TOTAL:	

PITCH ACCURACY observed key _____ clarity _____	The performance does not demonstrate an expression of musical notation. 1 - 2	Wrong pitches detract from the performance. 3 - 4	Most pitches are correct, with only a few spots of inaccuracy. 5 - 6	Virtually all pitches are correct. 7 - 8	All pitches are correct. 10
RHYTHMIC ACCURACY subdivision _____ dotted notes _____ ties _____	There are significant rhythm problems. 1 - 2	There are several places in which the rhythms are unclear. 3 - 4	Most rhythms are correct, with only a few spots of inaccuracy. 5 - 6	Rhythms are accurate. 7 - 8	Rhythms are precise. Attacks and releases are executed exactly. 9 - 10
MUSICALITY dynamics _____ tempo _____ articulation _____ expression _____	There is no noticeable expression in this performance. 1 - 2	Some of the musical elements, beyond pitches and rhythms, are evident. 3 - 4	There is a noticeable effort to perform the selection as written. 5 - 6	All markings are observed and expressed through performance. 7 - 8	The performance expresses profound comprehension of the composer's intent. 9 - 10
Sightreading Performance (30 points out of a total of 140)				TOTAL:	

Comments:

Teacher's Signature: _____

Hazen High School Chorus

Rubric for Scoring Mid-Year Exams

CIRCLE THE POINTS RECEIVED IN EACH CATEGORY - PUT THE TOTAL FOR EACH SECTION IN THE APPROPRIATE BOX AT THE BOTTOM OF EACH SECTION AND IN THE TOTAL BOXES

<p>DICTION</p> <p>clarity of consonants & vowels _____ naturalness _____</p>	<p>Words were not pronounced clearly, with some words unintelligible</p> <p style="text-align: center;">4 - 5</p>	<p>There were places in the performance where the words were not clear.</p> <p style="text-align: center;">6 - 7</p>	<p>All words were clear and understandable.</p> <p style="text-align: center;">8 - 9</p>	<p>Enunciation was clear and pronunciation showed an understanding of the context of the piece.</p> <p style="text-align: center;">10</p>
<p>TONE</p> <p>breathing _____ control _____ beauty _____</p>	<p>Major problems hindered musical expression.</p> <p style="text-align: center;">4 - 5</p>	<p>Tonal concept was underway, but needs further refinement.</p> <p style="text-align: center;">6 - 7</p>	<p>Tone was well developed.</p> <p style="text-align: center;">8 - 9</p>	<p>Tone quality enhanced the performance.</p> <p style="text-align: center;">10</p>
<p>INTONATION</p> <p>pitch _____</p>	<p>Intonation created a barrier to singing in an ensemble.</p> <p style="text-align: center;">4 - 5</p>	<p>There were consistent instances of intonation problems.</p> <p style="text-align: center;">6 - 7</p>	<p>Intonation did not detract from the performance.</p> <p style="text-align: center;">8 - 9</p>	<p>The entire performance was tuned beautifully.</p> <p style="text-align: center;">10</p>
<p>MELODIC ACCURACY</p>	<p>This performance did not demonstrate an expression of musical notation.</p> <p style="text-align: center;">4 - 5</p>	<p>Wrong pitches detracted from the performance.</p> <p style="text-align: center;">6 - 7</p>	<p>Virtually all pitches were correct.</p> <p style="text-align: center;">8 - 9</p>	<p>All pitches were correct.</p> <p style="text-align: center;">10</p>
<p>RHYTHMIC ACCURACY</p>	<p>There were significant rhythm problems</p> <p style="text-align: center;">4 - 5</p>	<p>There were several places in which the rhythms were not clear.</p> <p style="text-align: center;">6 - 7</p>	<p>Most rhythms were correct, with only a few inaccurate spots.</p> <p style="text-align: center;">8 - 9</p>	<p>Rhythms were precise. Attacks and releases were executed exactly.</p> <p style="text-align: center;">10</p>
<p>PHRASING, DYNAMICS, FOLLOWING THE SCORE</p>	<p>The performance did not express musical ideas effectively.</p> <p style="text-align: center;">4 - 5</p>	<p>Expression was inhibited, or too subtle to convey to the listener</p> <p style="text-align: center;">6 - 7</p>	<p>Musical expression was evident throughout.</p> <p style="text-align: center;">8 - 9</p>	<p>Performance clearly expressed musical intent of the composer.</p> <p style="text-align: center;">10</p>
<p>PRESENTATION</p> <p>facial expression _____ eye contact _____ posture _____</p>	<p>Performer did not give consideration to the visual aspect of the performance.</p> <p style="text-align: center;">2</p>	<p>The performance appeared subdued or timid.</p> <p style="text-align: center;">3</p>	<p>Performers included appropriate expressions with good posture.</p> <p style="text-align: center;">4</p>	<p>The presentation was such that the listener was fully engaged in the performance.</p> <p style="text-align: center;">5</p>
<p>TOTAL:</p>				