

## Introduction

The Honors Option in Music will focus on the development and application of critical thinking skills - analysis, synthesis, evaluation, and problem solving. Students must demonstrate an appreciation of the aesthetics and an understanding of the creative process in music. Student responsibility, intrinsic motivation, independent study, and research will be emphasized.

The Honors Option will be available to students in selected high school music classes: Wind Ensemble (NV & SV), Symphonic Band (SV), Academy Orchestra (NV), Chamber Orchestra (NV), Concert Orchestra (SV), Chamber Orchestra (SV) and A Cappella Choir (NV) (\*any exceptions must be approved by committee). Because of the performance emphasis of these classes, the already rigorous course expectations, and the time consuming schedules students encounter in music, interested students need to carefully evaluate their total responsibilities to school and home before committing themselves to the Honors Option in music. A decision to enroll must be approved by your director and should be discussed with and supported by your private teacher and parents/guardian.

## Purpose

Honors credit in music has two purposes. First, they must prepare students to perform successfully in an academically rigorous and musically challenging setting. Second, they must promote increased student learning, responsibility, independence, and self-direction. The fundamental goal is nothing less than educational excellence for talented students.

In order to achieve these purposes the honors program must meet the following criteria:

- Be open to all students who desire to pursue musical excellence.
- Stress quality of musicianship, of student achievement, and of student responsibility.
- Allow for independent work
- Prepare students for continued advanced study.

## Course Requirements & Grading

1. Personal Performance Requirements 100 points (To be completed in google classroom every quarter):
  - a. Completion of Individual Honors Plan (10 points)
  - b. Participation in all required performances (10 points)
  - c. Regular study with an acceptable private teacher. (Minimum of 7 lessons per quarter). Each week, you need to turn in a lesson evaluation. In addition, complete a more extensive evaluation at the end of each quarter. These are designed for you to discuss your individual progress with your teacher. (10 points per lesson form, including the quarter form)
    - \* Lesson scholarships are available to students with proven need.
2. 1<sup>st</sup> & 2<sup>nd</sup> Quarter Requirements~ 100 points
  - a. Dave Conservatoire~ free, web-based music theory course. You'll use your school Google Account. See below for assignments.
3. 3<sup>rd</sup> Quarter Requirements~ 100 points
  - a. Perform a Class A or B **solo** (approved by your private instructor and director) at OMEA Solo & Ensemble Adjudicated Event.
  - b. Perform in an **ensemble** at OMEA Solo & Ensemble Adjudicated Event. It is your responsibility to organize rehearsals, coaching sessions, and music selection of your small ensemble. Ensembles may include student musicians who are not participating in the honors credit program.
  - c. Audition for at least ONE honors ensemble (any time during 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> quarter) Note: If accepted to auditioned honor ensemble, student must participate in that honor ensemble.
4. 4<sup>th</sup> Quarter Requirements~ 100 points
  - a. Complete five hours of musical community service. For example, volunteer at a junior high or offer private study for young musicians, help a classmate switch instruments, perform in community ensembles, at senior centers, places of worship, hospitals, etc. Perform a senior recital or on a private teacher recital.
  - b. Attend a musical performance outside of your school. Submit the program along with a one page insightful review of the program.





**INDIVIDUAL HONORS PLAN**

Name \_\_\_\_\_

3<sup>rd</sup> Quarter-Due Date 3/12/2021

Each quarter, you must design your honors plan with your director and complete its tasks. Credit is only awarded if you submit this completed form and all additional materials prior to the last day of the grading period.

1. Performance Participation: List all performances (include the date) you have participated in this grading period. This includes optional performances.
2. Private Instruction: Provide your instructor with a copy of the weekly lesson evaluation. It is your responsibility to return this evaluation to its designated place. At the conclusion of the grading period, you also need to include the quarterly lesson evaluation. Failure to provide these evaluations will affect your grade. You can obtain these forms from your director and/or your ensemble’s website.
3. Solo & Ensemble Participation: You are required to prepare a solo and an ensemble piece to perform at OMEA Solo & Ensemble Adjudicated Event. You may select the members of your ensemble, but those members must be approved by your director. The literature selected must be appropriate to your abilities and be approved by a director prior to **NOVEMBER 9, 2020**.

**Solo**

Class: (circle)                    A                    B                    C

Title \_\_\_\_\_

Composer \_\_\_\_\_ Teacher Approval \_\_\_\_\_

**Ensemble**

Class: (circle)                    A                    B                    C

Ensemble Members \_\_\_\_\_

Title \_\_\_\_\_

Composer \_\_\_\_\_ Teacher Approval \_\_\_\_\_

4. List all honor groups for which you have auditioned and if you were selected.

**INDIVIDUAL HONORS PLAN**

Name \_\_\_\_\_

4th Quarter-Due Date 5/27/21

Each quarter, you must design your honors plan with your director and complete its tasks. Credit is only awarded if you submit this completed form and all additional materials prior to the last day of the grading period.

1. Performance Participation: List all performances (include the date) you have participated in this grading period. This includes optional performances.
2. Private Instruction: Provide your instructor with a copy of the weekly lesson evaluation. It is your responsibility to return this evaluation to its designated place. At the conclusion of the grading period, you also need to include the quarterly lesson evaluation. Failure to provide these evaluations will affect your grade. You can obtain these forms from your director and/or your ensemble's website.
3. Musical Community Service Hours: Minimum of Five Hours.  
List all musical community service activities. Include a signed note from the organizer of your community service stating the service provided, the date, and how long you served.
4. Music Performance Paper: Attend a concert as a patron (the symphony, ballet, another school's concert, etc.) and write a one page summary of the concert. Your paper should include your musical critique of the performance, something unique about the performance, a description of what you liked and disliked about the music, and any other input you feel is valid. You must also attach a copy of the program.

**QUARTERLY PRIVATE INSTRUCTION EVALUATION**

Quarter #:   1  

Date \_\_\_\_\_

Musician Name \_\_\_\_\_

Instructor Name \_\_\_\_\_

*The following areas are rated on a scale of 1-5 (1 being the least, 5 being the greatest)*

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| This student has shown musical improvement in the last 9 weeks. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

**PRACTICE/LESSON PREPARATION:**

|                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| Consistency of practice           | 1 | 2 | 3 | 4 | 5 |
| Quality of practice               | 1 | 2 | 3 | 4 | 5 |
| Comes to lessons prepared         | 1 | 2 | 3 | 4 | 5 |
| Attends lessons on a weekly basis | 1 | 2 | 3 | 4 | 5 |

*Comments:*

**SKILLS:**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Technique  | 1 | 2 | 3 | 4 | 5 |
| Rhythm   | 1 | 2 | 3 | 4 | 5 |
| Reading Skills   | 1 | 2 | 3 | 4 | 5 |
| Listening/Ear Training   |   | 1 | 2 | 3 | 4 |
| 5  |   |   |   |   |   |
| Sight-Reading  | 1 | 2 | 3 | 4 | 5 |
| Vocabulary/Understanding of Terms and Symbols                                    | 1 | 2 | 3 | 4 | 5 |
| Intonation   | 1 | 2 | 3 | 4 | 5 |
| Diction (vocal), Bowing (string), Articulation (wind),<br>Rudiments (percussion) | 1 | 2 | 3 | 4 | 5 |

**CHARACTER:**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Attentiveness – listening carefully to instructions/suggestions | 1 | 2 | 3 | 4 | 5 |
| Responsibility – consistently meeting expectations              | 1 | 2 | 3 | 4 | 5 |
| Determination – working hard to overcome difficulties           | 1 | 2 | 3 | 4 | 5 |
| Enthusiasm – having a good attitude                             | 1 | 2 | 3 | 4 | 5 |

*Comments:*

Instructor Signature \_\_\_\_\_

**QUARTERLY PRIVATE INSTRUCTION EVALUATION**

Quarter #:   2  

Date \_\_\_\_\_

Musician Name \_\_\_\_\_

Instructor Name \_\_\_\_\_

*The following areas are rated on a scale of 1-5 (1 being the least, 5 being the greatest)*

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| This student has shown musical improvement in the last 9 weeks. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

**PRACTICE/LESSON PREPARATION:**

|                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| Consistency of practice           | 1 | 2 | 3 | 4 | 5 |
| Quality of practice               | 1 | 2 | 3 | 4 | 5 |
| Comes to lessons prepared         | 1 | 2 | 3 | 4 | 5 |
| Attends lessons on a weekly basis | 1 | 2 | 3 | 4 | 5 |

*Comments:*

**SKILLS:**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Technique  | 1 | 2 | 3 | 4 | 5 |
| Rhythm   | 1 | 2 | 3 | 4 | 5 |
| Reading Skills   | 1 | 2 | 3 | 4 | 5 |
| Listening/Ear Training   |   | 1 | 2 | 3 | 4 |
| 5  |   |   |   |   |   |
| Sight-Reading  | 1 | 2 | 3 | 4 | 5 |
| Vocabulary/Understanding of Terms and Symbols                                    | 1 | 2 | 3 | 4 | 5 |
| Intonation   | 1 | 2 | 3 | 4 | 5 |
| Diction (vocal), Bowing (string), Articulation (wind),<br>Rudiments (percussion) | 1 | 2 | 3 | 4 | 5 |

**CHARACTER:**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Attentiveness – listening carefully to instructions/suggestions | 1 | 2 | 3 | 4 | 5 |
| Responsibility – consistently meeting expectations              | 1 | 2 | 3 | 4 | 5 |
| Determination – working hard to overcome difficulties           | 1 | 2 | 3 | 4 | 5 |
| Enthusiasm – having a good attitude                             | 1 | 2 | 3 | 4 | 5 |

*Comments:*

Instructor Signature \_\_\_\_\_

**QUARTERLY PRIVATE INSTRUCTION EVALUATION**

Quarter #:  3

Date \_\_\_\_\_

Musician Name \_\_\_\_\_

Instructor Name \_\_\_\_\_

*The following areas are rated on a scale of 1-5 (1 being the least, 5 being the greatest)*

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| This student has shown musical improvement in the last 9 weeks. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

**PRACTICE/LESSON PREPARATION:**

|                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| Consistency of practice           | 1 | 2 | 3 | 4 | 5 |
| Quality of practice               | 1 | 2 | 3 | 4 | 5 |
| Comes to lessons prepared         | 1 | 2 | 3 | 4 | 5 |
| Attends lessons on a weekly basis | 1 | 2 | 3 | 4 | 5 |

*Comments:*

**SKILLS:**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Technique  | 1 | 2 | 3 | 4 | 5 |
| Rhythm   | 1 | 2 | 3 | 4 | 5 |
| Reading Skills   | 1 | 2 | 3 | 4 | 5 |
| Listening/Ear Training   |   | 1 | 2 | 3 | 4 |
| 5  |   |   |   |   |   |
| Sight-Reading  | 1 | 2 | 3 | 4 | 5 |
| Vocabulary/Understanding of Terms and Symbols                                    | 1 | 2 | 3 | 4 | 5 |
| Intonation   | 1 | 2 | 3 | 4 | 5 |
| Diction (vocal), Bowing (string), Articulation (wind),<br>Rudiments (percussion) | 1 | 2 | 3 | 4 | 5 |

**CHARACTER:**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Attentiveness – listening carefully to instructions/suggestions | 1 | 2 | 3 | 4 | 5 |
| Responsibility – consistently meeting expectations              | 1 | 2 | 3 | 4 | 5 |
| Determination – working hard to overcome difficulties           | 1 | 2 | 3 | 4 | 5 |
| Enthusiasm – having a good attitude                             | 1 | 2 | 3 | 4 | 5 |

*Comments:*

Instructor Signature \_\_\_\_\_



**QUARTERLY PRIVATE INSTRUCTION EVALUATION**

Quarter #: 4

Date \_\_\_\_\_

Musician Name \_\_\_\_\_

Instructor Name \_\_\_\_\_

*The following areas are rated on a scale of 1-5 (1 being the least, 5 being the greatest)*

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| This student has shown musical improvement in the last 9 weeks. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

**PRACTICE/LESSON PREPARATION:**

|                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| Consistency of practice           | 1 | 2 | 3 | 4 | 5 |
| Quality of practice               | 1 | 2 | 3 | 4 | 5 |
| Comes to lessons prepared         | 1 | 2 | 3 | 4 | 5 |
| Attends lessons on a weekly basis | 1 | 2 | 3 | 4 | 5 |

*Comments:*

**SKILLS:**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Technique  | 1 | 2 | 3 | 4 | 5 |
| Rhythm   | 1 | 2 | 3 | 4 | 5 |
| Reading Skills   | 1 | 2 | 3 | 4 | 5 |
| Listening/Ear Training   |   | 1 | 2 | 3 | 4 |
| 5  |   |   |   |   |   |
| Sight-Reading  | 1 | 2 | 3 | 4 | 5 |
| Vocabulary/Understanding of Terms and Symbols                                    | 1 | 2 | 3 | 4 | 5 |
| Intonation   | 1 | 2 | 3 | 4 | 5 |
| Diction (vocal), Bowing (string), Articulation (wind),<br>Rudiments (percussion) | 1 | 2 | 3 | 4 | 5 |

**CHARACTER:**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Attentiveness – listening carefully to instructions/suggestions | 1 | 2 | 3 | 4 | 5 |
| Responsibility – consistently meeting expectations              | 1 | 2 | 3 | 4 | 5 |
| Determination – working hard to overcome difficulties           | 1 | 2 | 3 | 4 | 5 |
| Enthusiasm – having a good attitude                             | 1 | 2 | 3 | 4 | 5 |

*Comments:*

Instructor Signature \_\_\_\_\_

**WEEKLY PRIVATE INSTRUCTION EVALUATION**

**Today's Date** \_\_\_\_\_

Musician Name \_\_\_\_\_ Instructor Name \_\_\_\_\_

Check the box that best fits your student's performance for this week's lesson.

|   | Exceptional | Average | Poor |
|---|-------------|---------|------|
| <b>Lesson preparation</b>   |             |         |      |
| <b>Technique</b>  |             |         |      |
| <b>Rhythm</b>   |             |         |      |
| <b>Sight-Reading</b>  |             |         |      |
| <b>Vocabulary/Understanding of terms &amp; symbols</b>                                |             |         |      |
| <b>Tone/Breath Support</b>  |             |         |      |
| <b>Diction (vocal), Bowing (string), Articulation (winds), Rudiments (percussion)</b> |             |         |      |

**Additional Comments:**

*Instructor Signature* \_\_\_\_\_

**WEEKLY PRIVATE INSTRUCTION EVALUATION**

**Today's Date** \_\_\_\_\_

Musician Name \_\_\_\_\_ Instructor Name \_\_\_\_\_

Check the box that best fits your student's performance for this week's lesson.

|   | Exceptional | Average | Poor |
|---|-------------|---------|------|
| <b>Lesson preparation</b>   |             |         |      |
| <b>Technique</b>  |             |         |      |
| <b>Rhythm</b>   |             |         |      |
| <b>Sight-Reading</b>  |             |         |      |
| <b>Vocabulary/Understanding of terms &amp; symbols</b>                                |             |         |      |
| <b>Tone/Breath Support</b>  |             |         |      |
| <b>Diction (vocal), Bowing (string), Articulation (winds), Rudiments (percussion)</b> |             |         |      |

**Additional Comments:**

*Instructor Signature* \_\_\_\_\_

## Private Instructor Evaluation Letter

*Dear Private Instructor,*

*Your student has elected to take their school performance ensemble for honors credit. One of the requirements for honors credit is to study privately throughout the entire school year. In an effort to foster responsibility and accountability, the students are required to turn in weekly private lesson evaluations. We kindly ask that you take the time to complete these brief weekly evaluations. We also ask that you complete a comprehensive evaluation at the conclusion of each semester.*

*We encourage your frank and honest evaluations observations. It is our hope that your evaluations will encourage the students to strive for continual excellence.*

*If you have any questions please do not hesitate to contact the appropriate director at Northview or Southview High School. On behalf of our students, we thank you for your time and effort.*

### Northview High School

Nathan Heath, band director  
nheath@sylvaniaschools.org

Carter Adams, assistant band director  
cadams@sylvaniaschools.org

Jeremy Davis, choir director  
jdavis@sylvaniaschools.org

Pamela Thiel, orchestra director  
pthiel@sylvaniaschools.org

### Southview High School

Emily Hage, band director  
ehage@sylvaniaschools.org

Aaron Draime, associate band director  
awilson@sylvaniaschools.org

Megan Fitzpatrick, orchestra director  
mfitzpatrick@sylvaniaschools.org

# Dave Conservatoire Assignments for Honors:

Dave Conservatoire is a self-guided music theory element of your honors credit. The website is [www.daveconservatoire.com](http://www.daveconservatoire.com) and you will sign in using your school Google username and password. Make sure you manage your time wisely!

|                  |   |
|------------------|---|
| <b>Quarter 1</b> | MUSIC: A BEGINNER'S GUIDE~ Getting Started, Pitch, Scales, Rhythm, Harmony        |
| <b>Quarter 2</b> | MUSIC: A BEGINNER'S GUIDE~ The Circle of Fifths, Key, Modes                       |
| <b>Quarter 3</b> | MUSIC: A BEGINNER'S GUIDE~ Cadences, Form, Articulation, Timbre, Instruments      |
| <b>Quarter 4</b> | MUSIC: A BEGINNER'S GUIDE~ Texture, Intervals, Ensembles, Music History           |
| <b>Quarter 5</b> | READING MUSIC~ Getting Started, Measures/Bars, Dynamics, Articulation, Staff/Clef |
| <b>Quarter 6</b> | READING MUSIC~ Key Signatures, Tempo, Reading Rhythm, Sharps/Flats                |
| <b>Quarter 7</b> | EAR TRAINING~ Recognizing Intervals-Part 1, Recognizing Intervals-Part 2          |
| <b>Quarter 8</b> | EAR TRAINING~ Recognizing Intervals-Part 3, Recognizing Intervals-Part 4          |

Turning in progress: Each quarter, you need to submit proof of completion. Take a screen shot of your account Dashboard that shows you've viewed the lessons AND mastered the exercises in each of these chapters. Print your screen shot and put in designated place by due date. See the example below.

The screenshot shows the user dashboard for John Smith. At the top left is the Dave Conservatoire logo with navigation links for 'About', 'Donate', and 'Contact'. On the top right, there are social media icons and a user profile for 'Alison Knowles (231 Points)'. The main dashboard area includes a sidebar with 'Dashboard', 'Activity Log', and 'Focus'. The main content area displays the user's name 'John Smith', a bio 'I am a band director looking for an on-line resource for my honors credit students in high school.', and a 'Statistics' section with the following data:

| Statistics          |                |
|---------------------|----------------|
| Groove Score:       | 231            |
| Lessons Viewed:     | 0              |
| Exercises Answered: | 33             |
| Member Since:       | June 23rd 2015 |

Below the statistics is a 'Recent Activity' section showing a list of activities:

- Practiced: Exercise: Tempo Markings Quiz
- Mastered: Exercise: Tempo Markings Quiz
- Practiced: Exercise: Tempo Markings Quiz
- Mastered: Exercise: Tempo Markings Quiz

An 'Update your info' button is located in the top right corner of the dashboard area.

**SYLVANIA CITY SCHOOLS  
HONORS OPTION FOR SELECTED MUSIC CLASSES**

**INTENT TO ENROLL FORM**

Congratulations! We are so pleased that you have chosen to accelerate your musical career by completing the requirements for honors credit. I, \_\_\_\_\_ have reviewed the printed materials, which explain the Honors Option in Music. I have discussed the Honors Option with my private teacher and parents/guardians. I understand that this coursework is designed to provide me with musical opportunities that I might not be exposed to otherwise. Finally, I will complete the required material to earn my honors credit to the best of my ability.

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Student (Print Name)

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent (Print Name)

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

\_\_\_\_\_  
Date

Private Teacher Name \_\_\_\_\_

Private Teacher Phone \_\_\_\_\_

Private Teacher Email (preferred) \_\_\_\_\_

**THIS MUST BE SUBMITTED TO YOUR DIRECTOR BY Friday August 28, 2020.**