

# Allen I.S.D. Advanced Music Course

## Grades 10 - 12

### Description:

#### 1. Advanced Music

##### a) Course Description

This course is designed to allow students the opportunity to extend their musical education in an enriched, independent curriculum for college readiness. Students must demonstrate a higher level of musical understanding and be able to perform at the highest possible level both as an individual and as a member of an ensemble. Students are expected to demonstrate a high level of critical listening, musical understanding, technical ability, independence, accountability, and present information in a well-written academic manner.

##### b) Student Expectations

This course is designed for students with elevated performance, communication and cognitive skills. Due to the independent nature of this course, students who elect to pursue advanced credit should be self-motivated and responsible. All assignments will be completed independently with the time-line provided by the instructor.

##### c) Admissions Criteria

In order to enroll in any advanced music course a student must:

- 1) Be enrolled in a fine arts music performing class (band/orchestra/choir) simultaneously; yearlong course;
- 2) Be recommended by the music director;
- 3) Have earned a minimum grade of **90** in the subject for which the student is applying their previous year (9-11);
- 4) Have a proven history of musical performance beyond the classroom (i.e. Solo & Ensemble, All-Region, UIL contests, etc.)

#### 2. Elements and Objectives:

##### a) Individual Performance – All-Region/Solo & Ensemble

- 1) **All-Region** - Students will perform the TMEA HS All-Region audition material, of the current Allen ISD music class enrolled, for the current school year. An assessment by a music director will also be required.
  - a. Students are highly encouraged to audition and compete for the TMEA All Region contest.
  - b. The majority of the performance time during the performance must be on the student's primary instrument. The primary instrument is defined as that which is specifically served within the prescribed Allen I.S.D. music curriculum.
  - c. All-Region Performance evaluations will be weighted by 3.
- 2) **Solo** - Students will perform music at the highest UIL performance level or equivalent advanced performance level. An assessment by a music director may also be required. The students will adhere to the following guidelines:
  - a. Students will have piano or appropriate accompaniment on selections for which an accompaniment is written
  - b. The majority of the performance time during the performance must be on the student's primary instrument. The primary instrument is defined as that which is specifically served within the prescribed Allen I.S.D. music curriculum.
  - c. Individual directors may define specific criteria regarding the length of performances and required languages.
  - d. Solo Performance evaluations will be weighted by 3.

##### b) Participation in Group Events

Students will enter and perform in all UIL Marching/Concert Contests, non-UIL Festivals, and school performances with their performing group(s) (Band, Orchestra, Choir.) Advanced Music students will be graded on excerpts from group performance material throughout the year - Group Performances will be weighted by 1.

c) Research Paper

Students will prepare a paper on musical selections or composers chosen from solo/ensemble, band/orchestra/choir concert selections, or other appropriate musical topics. Research should include accurate citations for all references consulted. Topics should approach the music or composer in the following ways:

- 1) Stylistic and technical demands of the music;
- 2) Background of the composers;
- 3) Historical, economic, and political background of the period in which the compositions were written and their effect on the music;
- 4) The Research Paper grade will be weighted by 5.

d) Project

Students will prepare a project within one (1) year. A pre-project idea submission and a post-project report will be part of this project. Project ideas will be submitted in Canvas and receive director approval in advance. After the Project is completed, a report will be submitted in Canvas. Projects will be led by each organization's head director to meet the needs of their program.

The Project grade will be weighted by 5.

e) Concert Critique.

Students will attend 1 professional live (not recorded) and 3 amateur (school) live (not recorded) music performances within one (1) year.

- 1) Selection of professional music events must have director's prior approval.
- 2) A written one page concert summary, completed concert form, and program must be submitted in Canvas following the performance within 7 days.
- 3) The concert summary should include background information about the performing ensemble, repertoire performed by the ensemble, historical and stylistic considerations in the performance as well as your enjoyment of the performance.
- 4) First person will not be used when writing the concert summary.
- 5) A concert critique cannot be one in which the student was a performer.
- 6) Concert Critique grades will be weighted by 3.

- Allen ISD Band, Choir and Orchestra Concerts (amateur) - <http://www.allenpac.org/upcoming-events>
- Allen Philharmonic and Symphony Chorus – [www.allenphilharmonic.org](http://www.allenphilharmonic.org) (professional)
- Dallas Symphony – [www.DallasSymphony.com](http://www.DallasSymphony.com) (professional)
- Dallas Opera – [www.dallasopera.org](http://www.dallasopera.org) (professional)
- Plano Community Band – [www.planoband.com](http://www.planoband.com) (professional)
- Dallas Wind Symphony – [www.dsw.org](http://www.dsw.org) (professional)
- Lone Star Wind Orchestra - <http://www.lonestarwindorchestra.com/> (professional)

### 3. Evaluation

This course is open to all students in grades 10 -12. It is a 4.5 GPA credit course for Level II and a 5.0 GPA credit course for Level III and Level IV. The student will receive a class grade each nine weeks in the Advanced Music Program based on the Allen Independent School District grading policy. The grade will reflect the evaluation of comprehensive activities and materials required for the advanced music course.

# Time Line for Advanced Music Requirements

## Semester I

- Participation in all competitive events/performances
- Individual Performance of Region music to a director
- Research paper
- At least 2 of 4 required concert/performance critiques

## Semester II

- Participation in all competitive events/performances
- Individual Performance of UIL Solo to a director
- Project
- At least 2 of 4 required concert/performance critiques

# Allen I.S.D. Advanced Music Frequently Asked Questions

- 1. Why implement an Advanced Music credit grade point scale for Allen I.S.D. students who participate in Fine Arts?***
  - To give students an opportunity for a more rigorous curriculum in the music program for college readiness.
  - To provide advanced credit for the higher level of music achievement within a curriculum structure.
- 2. When would grade points be added to Advanced Music students?***

Grade points for these courses begin with the sophomore class - 4.5 for Level II. For Juniors and Seniors - 5.0 for Level III and Level IV. Students will be able to make out four-year plans with this knowledge.
- 3. How do I know which Level course to take?***

10th grade – Level II (4.5 credit); 11<sup>th</sup> grade – Level III (5.0 credit); and 12<sup>th</sup> grade – Level IV (5.0 credit)
- 4. Which music courses would offer advanced credit?***

Advanced credit available to all students in grades 10 – 12 in all sections of band/orchestra and choir. Advanced credit is given with the completion of Advanced Music course requirements. Most participants of the advanced music program are in the top ensembles (Wind Ensemble, Chamber Orchestra, and Select Choir) but not be limited to those courses. This is a yearlong course.
- 5. Would regular and advanced credit students take class at the same time? If so, what additional work would be required of the advanced credit students and when would they do it?***

Yes, students are enrolled concurrently. Advanced Music students will be required to successfully complete additional assignments per semester that are not part of the regular course curriculum. These assignments include: Participation in competitive events, research paper, project, concert evaluations, and Solo/Ensemble performances. Much of the advanced credit work is done outside of class in Canvas.
- 6. How would Advanced student's grades be computed?***

Students will successfully complete the additional assigned projects just as they do in other Independent Study classes.

## Advanced Music Research Paper - Assignment and Rubric

Student Name: \_\_\_\_\_ Points: \_\_\_\_\_

Organization: \_\_\_\_\_ Level (II, III, IV): \_\_\_\_\_

### Assignment:

Research Paper: Students will prepare a paper on a musical selection or composer chosen for solo/ensemble, band/orchestra/choir concert selections, or other appropriate musical topics within one (1) semester. Research should include accurate citations for all references consulted. Topics should be proposed in writing and receive director approval in advance. Topics may approach the music or composer in any of the following ways:

- Stylistic and technical demands of the music;
- Background of the composers;
- Historical, economic, and political background of the period in which the compositions were written and their effect on the music; or
- Other options approved by the student's director.

### RUBRIC:

<i>Points possible</i>	<i>Category</i>
Format            10 points possible	Minimum 4 pages, typed, title page, spacing = 1 ½, font size = 12, standard default margins = top/bottom – 1" sides – 1.25 "
Sources            15 points possible	Must have at least 3 sources. Use only one "computer" source. Use only one encyclopedia source.
Content            60 points possible	51 – 60    Well-developed, detailed, well-written response to task; well-organized, clearly written, no errors, goes beyond the requirements of the task. 38 – 50    Developed, contains necessary elements; unevenly developed, few details, brief, contains some errors. 25 – 37    Undeveloped, somewhat confusing or disjointed, incomplete or not clearly presented, many errors. 0 – 24     Attempt to respond to some aspect of the topic, but no evidence of full understanding of the task. Does not successfully communicate ideas; presents extraneous information.
Works cited page – 15 points possible	MLA format for works cited page. Proper use of citation within the body of the text.

## Advanced Music Project - Assignment and Rubric

Student Name: \_\_\_\_\_ Points: \_\_\_\_\_

Organization: \_\_\_\_\_ Level (II, III, IV): \_\_\_\_\_

Topic: \_\_\_\_\_

### Project:

Students will prepare a project within one (1) year. A pre-project idea submission and a post-project report will be part of this project. Project ideas will be submitted in Canvas and receive director approval in advance. After the Project is completed, a report will be submitted in Canvas.

<b><i>Points possible</i></b>	<b><i>Category</i></b>
Project Proposal Submission  20 points possible	Submission may be a few sentences.  15 – 20 Self-developed, detailed, well written, response to task; well organized, clearly written, no errors, goes beyond the requirement of the task. 10 - 14 Developed, contains necessary elements; unevenly developed, few details, brief, contains some errors. 5 - 9 Undeveloped, somewhat confusing or disjointed, incomplete or not clearly presented, many errors. 0 – 4 Attempt to respond to some aspect of the topic, but no evidence of full understanding of the task. Does not successfully communicate ideas; presents extraneous information
Project Report Summary  80 points possible	Body of paper is to be a minimum of 2 pages, typed. 1 ½ spacing using size 12 font and standard margins. Standard Ariel or Times New Roman font only.  60 – 80 Self-developed, detailed, well written, response to task; well organized, clearly written, no errors, goes beyond the requirement of the task. 40 - 59 Developed, contains necessary elements; unevenly developed, few details, brief, contains some errors. 20 - 39 Undeveloped, somewhat confusing or disjointed, incomplete or not clearly presented, many errors. 0 – 19 Attempt to respond to some aspect of the topic, but no evidence of full understanding of the task. Does not successfully communicate ideas; presents extraneous information

# Advanced Music Concert Critique - Rubric

Student Name: \_\_\_\_\_ Points: \_\_\_\_\_

Organization: \_\_\_\_\_ Level (II, III, IV): \_\_\_\_\_

Category	Points Possible	
Format	10	Body of paper is to be a minimum of 1 page, typed. 1 ½ spacing using size 12 font and standard margins. Standard Ariel or Times New Roman font only.
Sources	20	Must have at least 1 source Concert Program may be used as source
Content	70	54 – 70 Self-developed, detailed, well written, response to task; well organized, clearly written, no errors, goes beyond the requirement of the task. 36 – 53 Developed, contains necessary elements; unevenly developed, few details, brief, contains some errors. 18 – 35 Undeveloped, somewhat confusing or disjointed, incomplete or not clearly presented, many errors. 0 – 17 Attempt to respond to some aspect of the topic, but no evidence of full understanding of the task. Does not successfully communicate ideas; presents extraneous information

# Advanced Music - Concert Critique Form

Student Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Name of Performing Ensemble \_\_\_\_\_ Date of Performance \_\_\_\_\_

<p><b>TONE</b></p> <ul style="list-style-type: none"> <li>• Centered, focused tone quality</li> <li>• Balance within sections</li> <li>• Balance between sections</li> <li>• Intonation within Section</li> <li>• Intonation between sections</li> <li>• Dynamic contrasts without distortion</li> </ul>	
<p><b>TECHNIQUE</b></p> <ul style="list-style-type: none"> <li>• Note Accuracy</li> <li>• Manual dexterity and flexibility</li> <li>• Rhythmic accuracy</li> <li>• Rhythmic stability</li> <li>• Appropriate mastery of articulation</li> <li>• Observance of ties, slurs, and articulation markings</li> </ul>	
<p><b>MUSICIANSHIP</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of style</li> <li>• Sensitivity to phrasing</li> <li>• Observance of musical markings</li> <li>• Appropriateness of dynamic contrasts</li> <li>• Appropriate observance of tempo</li> <li>• Demonstrates musical understanding</li> </ul>	

Students will comment in each Music Performance area above – Tone, Technique and Musicianship

**Include a one-page Concert Summary in addition to your comments.**

Be sure to attach a scanned picture of the front page of the program with this Concert Critique. **Upload as ONE file.**

**A written concert summary, completed concert form, and program must be submitted in Canvas following the performance within 7 days.**



## Concert Summary

# Advanced Music Performance Rubric (sample)

Name: \_\_\_\_\_ Total Performance Score: \_\_\_\_\_

***For student All Region and Solo/ Ensemble Evaluation by Director***

***This Rubric is an example – band, orchestra, & choir will use specific performance rubrics for each organization.***

Skill Descriptions	Score
<p><b>TONE QUALITY</b>            4 – Produces characteristic tone quality with resonance in all ranges and volumes            3 – Produces characteristic tone quality most of the time, some flaws in upper/lower register.            2 – Produces characteristic tone quality some of the time, some fundamental quality.            1 – Produces uncharacteristic tone quality.</p>	
<p><b>INTONATION</b>            4 – Consistently performs in tune with virtually no errors.            3 – Mostly accurate and secure, but with a few isolated errors.            2 – Sometimes performs with accurate pitches, but with frequent or repeated errors.            1 – Seldom performs pitch accurately or securely.</p>	
<p><b>RHYTHM/TEMPO PRODUCTION</b>            4 – Secure pulse and rhythmically accurate.            3 – Mostly accurate rhythm and a steady pulse with few duration errors.            2 – Sometimes performs durations accurately, but with erratic pulse or with frequent to repeated durational errors.            1 – Seldom performs durations accurately or with a steady tempo.</p>	
<p><b>PHRASING</b>            4 – Consistently and sensitively uses musical nuance to indicate phrase structure.            3 – Often uses musical nuance to indicate phrase structure.            2 – Sometimes uses musical nuance to indicate phrase structure.            1 – Seldom indicates phrasing structure through nuance.</p>	
<p><b>EXPRESSION AND STYLE</b>            4 – Consistently performs with nuance and style in response to the score and coaching.            3 – Often performs with nuance or style indicated in the score or suggested by the instructor.            2 – Sometimes responds to musical nuance indicated in the score.            1 – Seldom evidence of musical nuance in musical phrases.</p>	
<p><b>TOTALS</b>            25 - 28 – Exemplary Performer            22 – 24 – Distinguished Performer            19 – 21 - Proficient Performer            16 – 18 – Apprentice Performer            0 – 15 - Novice Performer</p>	
<p><b>GRADE CONVERSION (Score = Grade)</b>            28 = 100      22 = 88      16 = 76      10 = 64      4 = 52            27 = 98      21 = 86      15 = 74      9 = 62      3 = 50            26 = 96      20 = 84      14 = 72      8 = 60      2 = 48            25 = 94      19 = 82      13 = 70      7 = 58      1 = 46            24 = 92      18 = 80      12 = 68      6 = 56            23 = 90      17 = 78      11 = 66      5 = 54</p>	<b>TOTAL SCORE:</b>

COMMENTS: