

SYLVANIA CITY SCHOOLS HONORS OPTION FOR SELECTED HIGH SCHOOL MUSIC CLASSES

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 all students in selected high school music classes: Wind Ensemble, Chamber Orchestra, and A Cappella Choir. 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 carefully evaluate their total responsibilities to school and home before committing themselves to the Honors Option in music. A decision to enroll should be discussed with and supported by your teacher and parents/guardian.

Purpose

Honors classes in music have two purposes. First, they must prepare students to compete successfully in academically rigorous and musically challenging settings. 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.

Expectations

The instructor will develop an individual Honors Plan for each semester of the school year with the student(s) enrolling in the Honors Option.

The following minimum criteria will apply:

1. The teacher and student will review and discuss the Honors requirements and project examples.
2. The teacher will develop an Individual Honors Plan for the student based on the student's intellectual needs, interests, and other goals which the student and teacher may identify.
3. The individual Honors plan will be reviewed by the teacher and student and signed by both.
4. Projects as determined in the Individual Honors Plan must be completed by the end of each grading period.
5. Research papers may not be projects in back to back quarters.
6. The teacher has the sole responsibility to evaluate the work of the student and to assign a grade for all work.
7. All work must be submitted on time in order to receive credit. Written assignments must either be emailed to sy_aca_dga@nwoca.org or dropped off Miss Gallehue's mailbox in the main office by 2:30pm on the due date.

Quarter 1 Honors Projects

Pick one of the following:

1. **Quartet Showcase Program and Stage Management:** In lieu of a fall concert this year, the quartets and student groups are putting together the Fall Quartet Showcase. If you choose to work on this project, you will work with a group of your honors student peers and fulfill the roles of Stage Manager, Emcee, and Program Designer. Additionally, you will book theatre tech students to run lighting and sound. You will work as a group to accomplish this task (we will divide the responsibilities among you) and will attend the concert on **September 24th, 2009** in the Little Theatre.
2. **Voice Teacher Reference Binder:** Assemble a binder containing information about area voice teachers (who teach high school students) for future classes to use as a reference. Each page should include the following information: voice teacher's name, contact information, a resume (containing information on his or her schooling and formal training), his or her expertise or genre focus in vocal teaching or coaching, and his or her availability. The binder needs to contain information about at least 15 area teachers within 45 minutes of Sylvania Northview High School. The binder is due on **October 29th**. Do not duplicate other students' work.

Quarter 2 Honors Project

(Written Assignment)

Due 2:30pm **Thursday, January 21st, 2010**

Part of your requirement for taking A Cappella Choir as an honors course is singing a Class A solo at the OMEA solo and ensemble adjudicated event on **January 23rd, 2010**. In addition to working in your voice lessons to improve your vocal technique and diction skills through this song, you are to submit a report providing the following information about the piece as well:

1. **A brief biography on the composer** containing:
 - His or her birth, marriage, and death dates
 - Where she/he lived and was educated
 - The kind of music he or she composed and titles of other works
 - His or her profession
 - At least two other interesting facts about his or her lifeAll sources must be cited in APA Bibliography Form
2. **A word by word translation** (if your song is not in English). Do not use the English version written into the piece; these translations are quite often not accurate because they are set line up best with the original melody. NOTE: the English words printed within the song are not always a direct or even close translation. Use dictionaries or the lied song and text page www.recmusic.org/lieder
3. **Your interpretation.**
 - What does each word or phrase mean to you? How are you going to express it? Body language? A lilt in your voice? Your facial expression?
 - How does the accompaniment play off the mood of the song? (Think about the “trout in the brook” theme in the piano part of “Die Fiorelle”)
 - Who is signing this song? What part are you acting? How old is this person? Are they shy, confident, pretty, ugly, in love, depressed?
 - To whom are you signing this song? Why? What are you trying to tell him or her? Or is it *introspective*—Could you maybe just be signing what’s in your heart—to yourself?
4. **Musical basics**
 - Give the time signature(s), key signature(s), phrasing, language, and other important aspects.

This entire project should be **1.5 –5 pages** typed in 12 pt. Font and double-spaced. Your translations should be single-spaced, though. You will share your paper at the pre-Solo and Ensemble recital on **Friday, January 22nd, 2010**. Your paper will be used in the program notes for the concert.

Quarter 3 Honors Project

Perform a Class A solo for a rating at OMEA District Solo and Ensemble Contest on **January 23rd, 2010**. Be responsible for rehearsing with your accompanist, memorizing your music, and paying your fees beforehand.

Quarter 4 Honors Project

Independent Study Project

Students may use the sample projects below or develop their own project with the approval of the teacher. **ALL PROJECTS MUST HAVE A CHORAL MUSIC FOCUS (not pop music, musical theatre, or any other genre).**

1. Listen to and compare a choral-orchestral work (like Handel's *Messiah*) as performed by two outstanding musical performing groups (like the Robert Shaw Singers or Chanticleer). The compare and contrast tempos, phrasing, interpretation, intonation dynamic contrast, tonal blend, and size of performance groups.
2. Attend a concert outside of our school district and write an insightful review of the program (must be at least three pages in length, double-spaced, using 12-point font). Select one composition on the program and research the original intent of the composer: compare it to its actual performance. Did the ensemble and director work together well? Was the program well chosen for the audience? Why or why not?
3. Arrange an existing composition for instrumentation other than the original and have it performed in class (e.g. a keyboard composition by Bach arranged for string orchestra). You may use computer music writing software.
4. Prepare an original musical composition (score and parts) and have it performed in class. You may use a computer music writing program.
5. Prepare and conduct a piece of music at a concert or other performance during school. The student will study the score and rehearse the group.
6. Give music lessons to a younger musician. Evaluate the musician's strengths and deficiencies and develop a plan for student improvement. Include technical and stylistic problems, ensemble and sectional awareness, and a journal of the student's progress.
7. Give a lecture to an ensemble on a particular piece the group is rehearsing - include the history, style, mood and character that the music expresses to him/her.
8. Attend a master class at a local college or university to further musical experience and knowledge. Document and evaluate the experience.
9. Using a music computer program begin a study of harmony, including the interpretation of major and minor triads, intervals, and major and minor scale forms. Show all of your work and be prepared to define the aforementioned terms.
10. Research and write a paper on a vocal or choral composer or choral musical topic of your choice. The paper must be a minimum of 5 pages in length. Cite at least 3 sources one of which cannot be from the internet. Use standard MLA or APA format.
11. Write a series of warm-ups to use in a typical SATB choral rehearsal. Warm-ups must be written on staff paper and should include at least one of each of the following exercises: breathing, resonance, pure vowel, diction, counting, and choral blend (4-Part SATB chord builder like "Bimbo" or "Peel-off").

Project proposal is due **Friday, May 7th 2010 by 2:30pm.** Please write a brief statement explaining your project focus or topic.

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Requirements

The student and music teacher will mutually determine activities to meet the requirements of the Honors Music Program. A plan will be developed for each semester of the school year. Projects must be completed by the end of each grading period.

1. The student must have permission of the instructor to participate in this program.
2. Participation in all scheduled performances
3. Performance of class A solo in O.M.E.A. Solo & Ensemble contest.
(students may be required to pay the entry fee).
List solo and composer (subject to change with instructors approval) -
4. Regular study with an accepted private teacher. (For the entire school year).
Private teacher will submit progress report at the end of each grading period.
* Lesson scholarships are available to students with proven need.
List private teacher -
5. Independent study project for the 1st quarter grading period.

Describe project -

Independent study project for the 4th quarter grading period.

Describe project -

INTENT TO ENROLL FORM

I have reviewed the printed materials, which explain the Honors Option in Music. I have discussed the Honors Option with my teacher and parents/guardians. I understand that I may not submit a research paper in consecutive quarters. It is my intent to develop the Individual Honors Plan with my teacher and submit it for approval.

Music Class

Grade Level

Instructors Signature

Date

Student Signature

Date

Parent/Guardian Signature

Date

THIS PLAN MUST BE SUBMITTED TO YOUR TEACHER BY
Friday, September 4th, 2009.