

Honors Band and Choir Program

Cuyahoga Falls
High School

2023/2024 School Year

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General Information

The goal of the Honors Band and Choir Program is to improve individual musicianship and to encourage students to go beyond what they are exposed to daily during their large ensemble rehearsals. While these honors courses are separate from the regular band and choir classes, students will continue to participate in the performing ensembles with their peers who are not enrolled in the honors sections. Students in the Honors Band and Choir Program will receive a weighted grade for their work.

Procedures

Each quarter, students must complete **ONE** project to earn their Honors Band/Choir points. During the first week of each grading period, students must complete the *Honors Credit Google Form* where the student will select the project they wish to complete. Once this document is submitted, *no changes may be made during the quarter*. All assignments must be submitted by the final week of the grading period. *Failure to complete projects will result in the grade for the quarter being lowered by one letter grade.*

Timeline

- Week 1 of each grading period
 - *Honors Credit Google Form* completed
- Weeks 2 -8 of each grading period
 - Students work independently to complete the project they selected on their *Honors Credit Google Form*
- Week 9 of each grading period
 - Completed project must be submitted by deadline

Please refer to the *Quarterly Deadlines* chart on page 8 of this handbook for deadlines listed for each quarter.

Project Choices

The next several pages explain in detail how students may earn points each grading period. Students will need to select **ONE** project to complete each grading period.

- ***Quarter 1***

- o **Participation in auditioned ensemble:**

Students must audition on their primary instrument or piano and earn membership into an area ensemble with a regular rehearsal and performance schedule. Examples include Cleveland Youth Orchestra or Chorus, Akron Youth Orchestra, Summit Choral Society, Cleveland Youth Wind Symphony or Summit Chorale Society. The student must complete the *Ensemble Verification* form.

- o **Private Lessons:**

Students must take private lessons with an approved instructor on their primary instrument or piano for the entire grading period. All instructors must be professional musicians with performance and teaching experience. Students must take a minimum of five lessons per quarter to earn this credit. The student and the instructor must complete the *Private Lessons Verification Form*.

- o **Instrument Report:**

This research project should be 2 - 3 pages in length. Requirements are:

- Cover page, listing title of project, name and course
- 2 – 3 paragraphs about the history and development of your instrument
- 2 – 3 paragraphs about the major works for your instrument
- Typed, 12pt font
- Works cited page

- o **Special Project:**

Students can suggest or request a special assignment. Communicate with your director to determine the details and requirements as well as the point value for the assignment.

- **Quarter 2**

- o Participation in auditioned ensemble:

- Students must audition on their primary instrument or piano and earn membership into an area ensemble with a regular rehearsal and performance schedule. Examples include Cleveland Youth Orchestra or Chorus, Akron Youth Orchestra, Summit Choral Society, Cleveland Youth Wind Symphony or Summit Chorale Society. The student must complete the *Ensemble Verification* form.

- o Private Lessons:

- Students must take private lessons with an approved instructor on their primary instrument or piano for the entire grading period. All instructors must be professional musicians with performance and teaching experience. Students must take a minimum of five lessons per quarter to earn this credit. The student and the instructor must complete the *Private Lessons Verification Form*.

- o Workshop or Clinic:

- Many of the area colleges or universities offer instrumental or vocal clinics. To receive credit, students must attend an event for their primary instrument or performance area, submit a program and complete the *Workshop/Clinic Verification Form*.

- o Composer Biography:

- This research project should be 2 – 3 pages in length. Requirements are:

- Cover page, listing title of project, name and course
 - 2 – 3 paragraphs about the composer's life
 - 2 – 3 paragraphs about the composer's major works and contributions to music
 - 2 – 3 paragraphs about how this composer and/or their music has influenced your musicianship
 - Typed, 12pt font
 - Works cited page

- o Special Project:

- Students can suggest or request a special assignment. Communicate with your director to determine the details and requirements as well as the point value for the assignment.

- **Quarter 3**

- o Participation in auditioned ensemble:

Students must audition on their primary instrument or piano and earn membership into an area ensemble with a regular rehearsal and performance schedule. Examples include Cleveland Youth Orchestra or Chorus, Akron Youth Orchestra, Summit Choral Society, Cleveland Youth Wind Symphony or Summit Chorale Society. The student must complete the *Ensemble Verification* form.

- o Private Lessons:

Students must take private lessons with an approved instructor on their primary instrument or piano for the entire grading period. All instructors must be professional musicians with performance and teaching experience. Students must take a minimum of five lessons per quarter to earn this credit. The student and the instructor must complete the *Private Lessons Verification Form*.

- o Workshop or Clinic:

Many of the area colleges or universities offer instrumental or vocal clinics. To receive credit, students must attend an event for their primary instrument or performance area, submit a program and complete the *Workshop/Clinic Verification Form*.

- o Solo & Ensemble Contest:

In conjunction with your private lessons teacher, prepare and perform a solo or ensemble for performance at the annual Ohio Music Education Association Solo & Ensemble contest.

- o Literature Research Project:

This research project should be 2 – 3 pages in length. Requirements are:

- Cover page, listing title of project, name and course
- Select a piece of music that you enjoy. Write 2 – 3 paragraphs about the piece. Include details on why it was written, why it was written, and musical elements in the piece.
- Write 2 – 3 paragraphs about the composer, including details about their life and other musical works.
- Write 2 – 3 paragraphs about how this music has influenced your musicianship
- Typed, 12pt font
- Works cited page

- o Special Project:

Students can suggest or request a special assignment. Communicate with your director to determine the details and requirements as well as the point value for the assignment.

- **Quarter 4**

- o Participation in auditioned ensemble:

Students must audition on their primary instrument or piano and earn membership into an area ensemble with a regular rehearsal and performance schedule. Examples include Cleveland Youth Orchestra or Chorus, Akron Youth Orchestra, Summit Choral Society, Cleveland Youth Wind Symphony or Summit Chorale Society. The student must complete the *Ensemble Verification* form.

- o Private Lessons:

Students must take private lessons with an approved instructor on their primary instrument or piano for the entire grading period. All instructors must be professional musicians with performance and teaching experience. Students must take a minimum of five lessons per quarter to earn this credit. The student and the instructor must complete the *Private Lessons Verification Form*.

- o Workshop or Clinic:

Many of the area colleges or universities offer instrumental or vocal clinics. To receive credit, students must attend an event for their primary instrument or performance area, submit a program and complete the *Workshop/Clinic Verification Form*.

- o Composition/Arranging Project:

Students may elect to earn credit for creating a composition or arrangement. To select this option, you must have director approval. Work will be evaluated using the *Composition Rubric*.

- o Concert Critique:

Critiques should be 2 – 3 pages in length. Requirements are:

- Coverage, listing title of project, name and course
- 2 – 3 paragraph summary of event, performers, setting and musical selections
- 2 – 3 paragraph description of performance, including comments on tone, intonation, articulations, musicality, expression, etc
- Typed, 12pt font
- All critiques must have the program and/or ticket stub attached.

- o Special Project:

Students can suggest or request a special assignment. Communicate with your director to determine the details and requirements as well as the point value for the assignment.

Quarterly Deadlines

Quarter	<i>Honors Credit Google Form</i> Due	Deadline for Projects
Quarter 1 August 29 – October 13	Thursday, September 1	Wednesday, October 11
Quarter 2 October 16 – December 20	Friday, October 20	Wednesday, December 13
Quarter 3 January 4 – March 8	Friday, January 5	Wednesday, March 6
Quarter 4 March 11 – May 26	Friday, May 22	Wednesday, May 15

Forms

Honors Band and
Choir Program

2023 - 2024 School Year

Ensemble Verification Form

To be completed by student:

Name _____ Quarter _____

Course _____

- Name of ensemble: _____
- Position in organization: _____
- Rehearsal schedule: _____
- List date, time and location of next performance:

To be completed by organization:

Person completing verification form: _____

Role in organization: _____

- The student is prompt for rehearsals and performances. Yes No
- The student is prepared for rehearsals and performances. Yes No
- The student behaves in a professional manner for rehearsals and performances. Yes No

Comments:

To be completed by director:

Approved _____ Date _____

Private Lessons Verification Form

(A program from the event must accompany this form.)

To be completed by student:

Name _____ Quarter _____

Course _____

- Lesson on what instrument: _____
- Instructor's Name: _____
- Instructor's Phone Number: _____
- Instructor's Email: _____

To be completed by private lessons instructor:

- The student is prompt for lessons. Yes No
- The student is prepared for lessons. Yes No
- The student behaves in a professional manner for lessons. Yes No

Please score the student in each area and provide any comments you would like to share.

(1 = Developing; 2 = Basic; 3 = Proficient; 4 = Advanced; 5 = Sophisticated)

Tone and pitch development _____

Technical development _____

Musical development _____

Attitude and effort _____

Lesson preparation _____

Total number of lessons this grading period _____

Number of lessons missed by student during this grading period _____

To be completed by director:

Approved _____ Date _____

Attendance for Workshop/Masterclass Verification Form

(A program from the event must accompany this form.)

To be completed by student:

Name _____ Quarter _____

Course _____

- Name of event: _____
- Location of event: _____

What information did the workshop/clinic cover?

What was the background of the clinician?

What did you learn at this event?

What was your favorite piece of music from this event?

To be completed by director:

Approved _____ Date _____

Research Project - Rubric

Review this rubric to learn how your work will be evaluated.

	4 POINTS	3 POINTS	2 POINTS	1 POINT
CONTENT	- Appropriate topic - Strong support of topic; discussed topic in detail and covers all important points - Clear and appropriate organization, with effective transitions, introduction and conclusion	- Appropriate topic - Good support for topic; discussion may be lacking depth but covers most important points - Organization, transitions, introduction and conclusion lack some clarity and/or sophistication	- Questionable topic - Limited support for topic; details are vague and do not cover important points - Organization, transitions, introduction and conclusion lacking clarity and/or appropriateness	- Topic does not meet requirement - Insufficient support of topic; greatly lacking in details relevant to topic - Organization, transitions, introduction and conclusion are unclear and/or irrelevant
	4 POINTS	3 POINTS	2 POINTS	1 POINT
QUALITY OF RESEARCH	- Cited 3 or more reliable sources - Research is in-depth and detailed - Abundant information provided to support all aspects of the topic	- Cited at least 2 reliable sources - Research is sufficient and detailed - Sufficient information provided to support all aspects of the topic	- Cited 1 reliable source - Research is limited and may not be from reliable sources - Limited information provided to support all aspects of the topic	- Failed to cite sources - There is limited evidence of quality research in the project - Little to no information provided to support all aspects of the topic
	2 POINTS	1.5 POINTS	1 POINT	0 POINTS
VOCABULARY & GRAMMAR	- Sophisticated and precise word choice - No spelling or grammatical errors	- Effective word choice - Few spelling and/or grammatical errors	- Limited effectiveness in word choice - Consistent errors in spelling and/or grammar	- Ineffective word choice - Frequent errors in spelling and/or grammar
	2 POINTS		.5 POINTS	0 POINTS
WORKS CITED	All works properly cited in <i>Works Cited</i> page		Not all sources properly cited in <i>Works Cited</i> page.	No <i>Works Cited</i> page
	2 POINTS		.5 POINTS	0 POINTS
STRUCTURE & FORMAT	Project includes all required elements – cover page, appropriate length, correct font size and		Project is missing one element as outlined in project description	Project is missing multiple elements as outlined in the project description

	appropriate distribution of content			
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Total from Rubric: _____ *(To receive credit, students must earn a score of 10 points.)*

Comments:

To be completed by director:

Approved _____ Date _____

Concert Critique - Rubric

Review this rubric to learn how your performance will be evaluated.

	4 POINTS	3 POINTS	2 POINTS	1 POINT
CONTENT	- Appropriate topics covered in critique - Strong support of topic; discussed topic in detail and covers all important points - Clear and appropriate organization, with effective transitions, introduction and conclusion	- Appropriate topics covered in critique - Good support for topic; discussion may be lacking depth but covers most important points - Organization, transitions, introduction and conclusion lack some clarity and/or sophistication	- Questionable topics covered in critique - Limited support for topic; details are vague and do not cover important points - Organization, transitions, introduction and conclusion lacking clarity and/or appropriateness	- Topic does not meet requirement - Insufficient support of topic; greatly lacking in details relevant to topic - Organization, transitions, introduction and conclusion are unclear and/or irrelevant
	2 POINTS	1.5 POINTS	1 POINT	0 POINTS
VOCABULARY & GRAMMAR	- Sophisticated and precise word choice - No spelling or grammatical errors	- Effective word choice - Few spelling and/or grammatical errors	- Limited effectiveness in word choice - Consistent errors in spelling and/or grammar	- Ineffective word choice - Frequent errors in spelling and/or grammar
	2 POINTS		.5 POINTS	0 POINTS
STRUCTURE & FORMAT	Project includes all required elements – cover page, appropriate length, correct font size and appropriate distribution of content		Project is missing one element as outlined in project description	Project is missing multiple elements as outlined in the project description

Total from Rubric: _____ (To receive credit, students must earn a score of 6 points.)

Comments:

To be completed by director:

Approved _____ Date _____

Composition Rubric

To be completed by student:

Name _____ Quarter _____

Course _____

Project _____

	4 POINTS	3 POINTS	2 POINTS	1 POINT
NOTATION	- Student correctly utilizes musical notation 100% of the time in the assignment. - Final copy is neat and easy to read.	- Student frequently utilizes proper musical notation - Few minor errors. - Final copy is neat and easy to read.	- Student sometimes utilizes proper musical notation. - Several errors that detract from the overall ideas of the assignment.	- Student utilizes proper musical notation some of the time. - Numerous errors that it difficult to comprehend the ideas in the assignment.
	4 POINTS	3 POINTS	2 POINTS	1 POINT
HARMONIC ACCURACY	Student accurately uses the harmonic vocabulary required for the assignment 100% of the time.	- Student accurately uses the harmonic vocabulary required for the assignment most of the time. - Few minor errors but they do not detract from overall quality of the work.	- Limited effectiveness in harmonic choices - Consistent errors in application of harmony	Ineffective harmonic choices
	4 POINTS	3 POINTS	2 POINTS	1 POINT
RHYTHMIC ACCURACY	- Student accurately accounts for the correct number of beats in each measure of music. - Minimal errors in all of the parts.	- Student accurately accounts for the correct number of beats in each measure of music most of the time. - Few minor errors in one or more parts.	- Student accurately accounts for the correct number of beats in each measure some of the time. - Major errors in one or more parts that detract from overall quality of the work.	- Student rarely accounts for the correct number of beats in each measure. - Numerous errors in one or more parts, difficult to understand musical ideas.
	4 POINTS	3 POINTS	2 POINTS	1 POINT
CREATIVITY	Student clearly expresses original, unusual or imaginative musical	Student clearly creates some original musical ideas.	- Student creates some musical ideas. - Musical ideas are somewhat developed	The student does not develop any clear musical ideas within the piece. No variety or exploration of

	ideas that relate well to one another. • Concepts are well developed.	• Ideas generally relate well with one another and are somewhat developed.	and relative to the overall composition..	musical elements (i.e. dynamics, tempo, rhythm, melody.
	4 POINTS	3 POINTS	2 POINTS	1 POINT
AESTHETIC	• Strong aesthetic appeal and general impression. • Would be enjoyed by many listeners. Keeps the listener interested.	• Includes some interesting musical ideas. • The general impression is pleasant and moderately effective.	• Includes at least one interesting musical idea. • Yet, the overall impression is not very effective.	• Does not present an effective, coherent general impression. • Musical ideas are confusing and do not hold the listener's interest.
	4 POINTS	3 POINTS	2 POINTS	1 POINT
CRAFTSMANSHIP	• Presents at least one complete musical idea. • Has a coherent, cohesive, organized form with a clear beginning, middle and end. • Uses musical elements to organize musical ideas and/or the form. • Uses repetition to convey musical ideas and form.	• Ending feels final. • Uses at least one musical element to organize the musical ideas and overall form of the composition. • May or may not employ repetition effectively.	• Presents one complete musical idea. • Composition lacks overall completeness. • Fails to use musical elements to organize musical ideas or forms. • Limited use of repetition	• Gives no sense of a completed musical idea. • Piece lacks repetition, exhibiting no clear beginning, middle or end section. • Form appears random rather than organized. • Musical elements (range, dynamics, tempo, rhythm, melody) do not connect well or are not used to organize musical ideas or the form.

Students must earn a minimum of 16 points on the rubric to earn credit for this option.

COMMENTS:

To be completed by director:

Approved _____ Date _____

Contact Information

Honors Program Information –

Mrs. Culver, Fine Arts Department Chair
330.926.3808, ext. 502083
Cf_culver@cftigers.org

Honors Band –

Mrs. Culver, Black Concert Band and Gold Concert Band
330.926.3808, ext. 502083
Cf_culver@cftigers.org

Mr. Harris, Gold Concert Band and Symphonic Band
330.926.3808, 502279
Cf_harrisd@cftigers.org

Ms. Courtney Lambert, Freshmen Concert Band
330.926.3808, ext. 502276
Cf_lambertc@cftigers.org

Honors Choir –

Mr. Alhadid, CFHS Choirs
330.926.3808, ext. 502084
Cf_alhadids@cftigers.org