

## **High School G/T Performance Ensembles**

- **Chamber Choir G/T**
- **String Orchestra G/T**
- **Wind Ensemble G/T**

### **Purpose and Philosophy**

- To provide a performance-based curriculum for advanced level learners
- To focus on the development of expressive and artistic musical performances
- To enhance the student's overall ensemble experience
- To facilitate creativity and growth through student-driven work



## **Howard County High School G/T Performance Ensembles**

### **General Information**

- The school's ensemble curriculum is an integral part of the G/T curriculum.
- The G/T course will culminate with a student solo recital.
- The student's musical development will be enhanced by research conducted throughout the school year. This aligns with HCPSS G/T curriculum.
- All work throughout the year will be submitted in a format of the director's choosing. An e-portfolio of all work will be developed throughout the year in a format approved by the Music Office.
- In order to complete course requirements, school-owned recording devices will be made available for students to borrow, if necessary. Students are responsible for returning the equipment in the same condition as received.

## **Howard County High School G/T Performance Ensembles**

### **Overview of Course Requirements**

**G/T Yearly Plan:** The student will submit the *Yearly Plan Form* (page 21) to be approved by the director before the course change deadline.

**Category I:** Primary School Ensemble Performance – 70%

- Master all ensemble parts.
- Attend all ensemble events.
- Fulfill all syllabus requirements, as set forth by director.

**Category II:** Solo Recital Performance – 10%

The student will:

- Prepare and perform an approved solo recital consisting of at least two pieces/movements of contrasting styles.
- Conduct in-depth research of the selected repertoire.
- Perform the recital for a live audience with appropriate accompaniment.
- Use video to document progress and final performance.

**Category III:** Extra-curricular performance ensemble – 10%

The student will choose one option from either yearly or quarterly performance tracks:

- Yearly Options:
  - An approved HCPSS ensemble
  - Other approved option
- Quarterly Options:
  - An approved HCPSS or MMEA ensemble
  - Other approved option

**NOTE:** The student will indicate participation choice on the Yearly Planning Form at the beginning of the year. The student must fulfill all of the requirements for the chosen ensemble. Students choosing the yearlong option may not switch to a quarterly option. Failure in a commitment to the chosen ensemble will result in a denial of credit for this portion of the student's grade.

**Category IV:** Research, Aesthetic/Critical Thinking, and Reflection – 10%



The student will complete four writing assignments throughout the year:

- Historical Research – An investigation into the chosen recital repertoire
- Performance Practice and Interpretational Analysis - A review of at least two professional performances of the chosen recital repertoire
- Concert Review – Attend and review at least one live professional performance.
- Course Reflection – Reflect on your experience with the G/T curriculum and your growth as a musician throughout the course.

**NOTE:** Assignment due dates will be determined by the director.

## High School G/T Performance Ensembles

### Suggested Sequence Example

	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Performance - Primary School Ensemble (70%)</b>	The student must: <ul style="list-style-type: none"> <li>• Master all ensemble parts.</li> <li>• Attend all ensemble events.</li> <li>• Fulfill all syllabus requirements, as set forth by director.</li> </ul>			
<b>Performance – Solo Recital (10%)</b>	Investigate solo literature and select repertoire. Begin preparation of recital repertoire.	Continue recital preparation. Video-record a performance demonstrating the progress of the recital repertoire.	Continue recital preparation. Rehearse with accompaniment.	For a live audience, perform and video-record a recital with appropriate accompaniment.
<b>Performance – Extra-Curricular Ensemble (10%)</b>	The student will choose one option from either yearly or quarterly performance track:  Yearly Options: <ul style="list-style-type: none"> <li>• An approved HCPSS ensemble</li> <li>• Other approved option</li> </ul> Quarterly Options: <ul style="list-style-type: none"> <li>• An approved HCPSS or MMEA ensemble</li> <li>• Other approved option</li> </ul>			
<b>Research, Aesthetic/Critical Thinking, and Reflection (10%)</b>	Historical Research – An investigation into the chosen recital repertoire.	Performance Practice and Interpretational Analysis - A review of at least two professional performances of the chosen recital repertoire.	Concert Review – Attend and review at least one live professional performance.	Course Reflection – Reflect on your experience with the G/T curriculum and your growth as a musician throughout the course.

# Howard County High School G/T Performance Ensembles

## Outline and Clarifying Statements:

### Solo Recital

<p><b>Investigate solo literature and select repertoire. Begin preparation of recital repertoire.</b></p>	<p>Student begins to research solo repertoire for his/her instrument or voice part. The recital must be at least 5 minutes in length and include at least two pieces/movements of contrasting styles.</p> <p>Students progressing through the G/T program will perform music of increasing difficulty each year enrolled in the program. The director must approve chosen repertoire.</p> <p>Student begins the preparation and practice of chosen solo repertoire.</p> <p><u>Expectations:</u></p> <ul style="list-style-type: none"><li>• Repertoire is to be prepared outside of class.</li><li>• May receive assistance from peers or other outside sources.</li><li>• Director assistance may be available upon request.</li></ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"><li>• Ensemble director</li><li>• School music library</li><li>• Outside sources, mentors</li><li>• MMEA website</li><li>• Online music libraries and websites (see <b>Resource</b> page)</li></ul>
<p><b>Continue recital preparation. Video-record a performance demonstrating the preparation of the recital repertoire.</b></p>	<p>Video Recording may be:</p> <ul style="list-style-type: none"><li>• Master-class participation</li><li>• In-class performance</li><li>• Mid-year recital</li><li>• Rehearsal with accompaniment</li><li>• Other as approved by director</li></ul>
<p><b>Continue recital preparation. Rehearse with accompaniment.</b></p>	<p>Student should secure accompanist(s), as applicable. Student is responsible for arranging the performance date/time and venue.</p> <ul style="list-style-type: none"><li>• All performance times and venues will be approved by the director.</li><li>• An in-class performance of one or more of the recital pieces is recommended for practice and feedback.</li></ul>
<p><b>For a live audience, perform and video-record a recital with appropriate accompaniment.</b></p>	<p>Student will perform his/her recital for a live audience. This performance must be video-recorded.</p> <p>This performance may be completed during class, during an after-school event, or another time designated by the student and approved by the director.</p>

# Howard County High School G/T Performance Ensembles

## Outline and Clarifying Statements:

### Extra-Curricular Ensemble

The student will choose either a yearly or quarterly performance option.

<p><b>Yearly Options:</b></p> <ul style="list-style-type: none"><li>• An approved HCPSS ensemble</li><li>• Other approved option</li></ul>	<ul style="list-style-type: none"><li>• An HCPSS ensemble will automatically be designated as the required extra-curricular option for students selected and participating in an HCPSS yearlong ensemble.</li><li>• If a student participates in multiple extra-curricular ensembles, the yearly ensemble will be the ensemble chosen for this requirement.</li><li>• The student must fulfill all of the requirements for the chosen ensemble.</li><li>• Students choosing the yearlong option may not switch to a quarterly option.</li><li>• Failure in a commitment to the chosen ensemble will result in a denial of credit for this portion of the student's grade.</li><li>• Examples of ensembles:<ul style="list-style-type: none"><li>High School Gifted and Talented Orchestra</li><li>Extra-curricular yearlong choral or instrumental ensemble</li><li>Approved youth ensemble</li></ul></li></ul>
<p><b>Quarterly Options:</b></p> <ul style="list-style-type: none"><li>• An approved HCPSS or MMEA ensemble</li><li>• Other approved option</li></ul>	<ul style="list-style-type: none"><li>• An HCPSS or MMEA ensemble will automatically be designated as the required extra-curricular option for students selected and participating in an HCPSS or MMEA ensemble.</li><li>• If the student chooses a quarterly option that requires an audition, a backup ensemble must also be selected.</li><li>• Failure in a commitment to the chosen ensemble will result in a denial of credit for this portion of the student's grade.</li><li>• Examples of ensembles:<ul style="list-style-type: none"><li>Extra-curricular choral or instrumental ensemble</li><li>Musical theatre</li><li>All-State ensemble</li><li>Approved youth ensemble (with a semester contract)</li></ul></li></ul>

# Howard County High School G/T Performance Ensembles

## Outline and Clarifying Statements:

### Research, Aesthetic/Critical Thinking, and Reflection

Timelines for completion of these items are at the discretion of the director.

<p><b>Historical Research – An investigation into the chosen recital repertoire.</b></p>	<ul style="list-style-type: none"> <li>• The student may include information about the composer, time period, musical form, and the historical and cultural influences.</li> <li>• The paper must be at least 600 words in length for 1st year G/T students, at least 1000 words in length for 2nd year G/T students, and 1500 words for 3rd and 4th year G/T students.</li> </ul>
<p><b>Performance Practice and Interpretational Analysis - A review of at least two professional performances of the chosen recital repertoire.</b></p>	<ul style="list-style-type: none"> <li>• “Performance practice is the way in which music is performed, especially as it relates to the quest for the ‘authentic’ style of performing the music of previous generations and eras. Its study covers notation, ornamentation, instruments, voice production, tuning and pitch, and the size of ensembles and choruses.”<sup>1</sup></li> <li>• The student will analyze and critique the musical interpretations of the artists.</li> <li>• The student may review recorded and/or live performances.</li> <li>• Music of similar style and period may be examined if the chosen recital repertoire is not available.</li> <li>• The paper must be at least 300 words in length for 1st and 2nd year G/T students and at least 600 words for 3rd and 4th year G/T students.</li> </ul>
<p><b>Concert Review – Attend and review at least one live professional performance.</b></p>	<ul style="list-style-type: none"> <li>• The student will discuss the musical elements of the performance and its effect on him/her as an audience member.</li> <li>• The student may also discuss atmosphere, stage presence, stage etiquette, use of programs, communication with audience, acknowledgement of accompaniment, and/or audience response.</li> <li>• The paper must be at least 300 words in length for all students.</li> </ul>
<p><b>Course Reflection – Reflect on your experience with the G/T music curriculum and your growth as a musician throughout the course.</b></p>	<ul style="list-style-type: none"> <li>• Questions to consider in your reflection:              What did you learn?              How did you grow as a performer?              How did you feel during the preparation and performance process?              Do you feel you performed the music as the composer intended?              How did your research enhance your performance?              Were you able to include your own interpretation and ideas into your performances?              How do you think you have grown as a musician? As a person?              Did this process affect your future career and life goals?</li> <li>• The paper must be at least 300 words in length for all students.</li> </ul>

1. MICHAEL KENNEDY and JOYCE BOURNE. "performance practice." The Concise Oxford Dictionary of Music. 1996. Encyclopedia.com. (July 20, 2011).

# Howard County High School G/T Performance Ensembles

## Resources

### Equipment:

- Zoom Q3 video recorders will be provided to each school
- SmartMusic accounts will be provided by the Music Office upon request
- Music Office will provide sheet music to support this program

### Research Sources:

- American String Teachers Association <http://www.astaweb.com>
- Choral Public Domain Library <http://www.cpdlib.org>
- International Music Score Library Project <http://imslp.org/>
- MMEA <http://www.mmea-maryland.org/>
- The Peabody Institute of the Johns Hopkins University Library  
<http://musiclibrary.peabody.jhu.edu/home>



## **Howard County High School G/T Performance Ensembles**

### **General G/T Audition Guidelines**

- All auditions must be recorded. Teachers serving as adjudicators will facilitate the recording.
- It is highly recommended that all members of the school's music faculty be present for the auditions, but a minimum of two adjudicators is acceptable.
- The adjudicators should be HCPSS High School music teachers.
- Teachers may be from the same school, or one teacher may be from a different school.
- Students must submit the G/T application AFTER they are accepted into the top ensemble at their school.
- G/T decisions to be finalized by the course change deadline.

**NOTE:** An audition grade of 85 or higher on the **HCPSS G/T Performance Assessment Rubric** is required for acceptance into the High School Music G/T program for performance ensembles.

### **Chamber Choir Audition Requirements**

#### **Solo Piece:**

Student will perform one selection from the MMEA Solo list, level 5 or 6. <http://www.mmea-maryland.org/Chorus.php> Accompanist is optional.

#### **Sight-reading:**

Student will sight-read rhythmic/melodic material from the Maryland All-State manual.

### **String Orchestra Audition Requirements**

#### **Violin**

#### **Scales:**

Major scales up to 5 sharps and 4 flats, three octaves, to be played in triplets, slurring three eighth notes per bow, followed by a three octave arpeggio, in the same note pattern at the same tempo (quarter note = 92). Scales are to be played from memory.

#### **Solo Piece:**

Student must prepare at least one full movement of a grade VI level piece found on the MMEA solo list: <http://www.mmea-maryland.org/Orchestra.php>

The movement should include both technical and lyrical sections. A cadenza is not required. A piece of comparable difficulty approved by the director may also be used.

#### **Etude:**

An etude chosen from Kreutzer, *42 Studies and Caprices*, #8 and beyond.

## *Howard County Public School System*

### **Viola**

#### **Scales:**

Major scales, two octaves: G, E, A, F, Bb, Ab to be played by slurring two eighth notes per bow, followed by a two octave arpeggio in the same pattern; and three octaves: C, D, Eb, to be played in triplets, by slurring three eighth notes per bow, followed by a three octave arpeggio, in the same note pattern at the same tempo (quarter note = 92). Scales are to be played from memory.

#### **Solo Piece:**

Student must prepare at least one full movement of a grade VI level piece found on the MMEA solo list: <http://www.mmea-maryland.org/Orchestra.php>

The movement should include both technical and lyrical sections. A cadenza is not required. A piece of comparable difficulty approved by the director may also be used.

#### **Etude:**

An etude chosen from Wohlfahrt, *Foundation Studies Book 2*, #43 and beyond.

### **Cello**

#### **Scales:**

Major scales, two octaves: G, E, A, F, Bb, Ab to be played by slurring two eighth notes per bow, followed by a two octave arpeggio in the same pattern; and three octaves: C, D, Eb, to be played in triplets, by slurring three eighth notes per bow, followed by a three octave arpeggio, in the same note pattern at the same tempo (quarter note = 92). Scales are to be played from memory.

#### **Solo Piece:**

Student must prepare at least one full movement of a grade VI level piece found on the MMEA solo list: <http://www.mmea-maryland.org/Orchestra.php>

The movement should include both technical and lyrical sections. A cadenza is not required. A piece of comparable difficulty approved by the director may also be used.

**Etude:** An etude chosen from Dotzauer, *113 Studies for Cello Solo*, Book 2.

### **Bass**

#### **Scales:**

Major scales, two octaves: F, C, Bb, G, D, and A to be played by slurring two eighth notes per bow, followed by a two octave arpeggio in the same pattern at the same tempo (quarter note = 92). Scales are to be played from memory.

#### **Solo Piece:**

Student must prepare at least one full movement of a grade VI level piece found on the MMEA solo list: <http://www.mmea-maryland.org/Orchestra.php>

The movement should include both technical and lyrical sections. A cadenza is not required. A piece of comparable difficulty approved by the director may also be used.

**Etude:** An etude chosen from F. Simandl, *30 Studies for the String Bass*, # 10 and beyond.

## **Wind Ensemble Audition Requirements**

### **Wind Repertoire**

#### **Scales:**

All 12 major scales in a format and tempo approved by the director.

#### **Solo Piece:**

Select from the MMEA approved list, level V or VI. <http://www.mmea-maryland.org/Band.php>

Two contrasting excerpts to best demonstrate the student's lyrical and technical abilities.

### **Percussion Repertoire**

#### **Scales:**

All 12 major scales in a format and tempo approved by the director.

#### **Solo Piece:**

Select from the MMEA approved list, level V or VI. <http://www.mmea-maryland.org/Band.php>

Three excerpts, one each for Snare, Mallets, and Timpani, from solo or etude demonstrating appropriate skills.