

Hood River Valley High School Music Department Performance Ensemble General Course Syllabus

While most high school music students do not become professional performers, many do enter college music programs, and everyone has the potential to be a life-long participant in music making and to become educated consumers.

All performance classes at HRV have similar goals, though the depth and intensity of content, expectations, and standards may vary. These goals are:

- 1) To educate the student about the history, role, function, and place of music in cultures past, present, and globally.
- 2) To create musically literate students with appropriate individual and ensemble technique.
- 3) No nurture and encourage creative expression.

Additionally, advanced classes such as Chamber Singers, Wind Ensemble, and Spectrum add the following goals:

- 1) To prepare students for college entrance auditions, advanced placement tests, and entry-level college theory classes.
- 2) To create independent musical learners.

UNITS of STUDY

In general, units of study in ensemble classes are not taught in discrete sections. Rather, they are interlaced throughout the year. Music skills are closely connected; it is difficult to isolate one without impacting another. The primary Units include:

- 1) Posture, breath, and physical awareness.
- 2) Tone production, tone quality, placement, and tone color.
- 3) Intonation and pitch control.
- 4) Interval recognition and ear-training.
- 5) Phrasing and expression.
- 6) Articulation and diction.
- 7) Dynamics and dynamic control.
- 8) Music history and stylistically appropriate performance
- 9) Music theory and composition
- 10) Aesthetics and music appreciation
- 11) Global music culture
- 12) Large ensemble, small ensemble, and solo techniques
- 13) Practice routine
- 14) Public performance etiquette
- 15) Music technology
- 16) Marketplace music, career education, and college placement auditions.

ASSESSMENT

Students in performance classes are assessed through:

- 1) Public performances
- 2) Adjudicated performances (festivals and contests)
- 3) Informal class performances and rehearsals
- 4) Sectional or ensemble demonstrations
- 5) Individual demonstrations
- 6) Written quizzes and tests
- 7) Self-evaluations and peer evaluations

GRADING

Students are not graded on “talent,” but they are occasionally evaluated on the successful completion of performance-oriented, skill-based goals.

Grading is on a point scale. For most classes, students begin with a baseline grade of a “B” and must complete additional requirements to earn an “A.” For zero period classes, students begin with an “A” but will lose points if requirements are not met.

For a complete explanation of grading and point structures, please see the music department home page (<http://w3.gorge.net/mdstg>)

REQUIREMENTS/EXPECTATIONS

All performance classes have the same fundamental requirements. They are:

- 1) Students are expected to be in class and on time.
- 2) Students are expected to participate and to have appropriate materials (instrument, music, pencil, etc)
- 3) Students are expected to be cooperative, polite, respectful, and focused.
- 4) Students are expected to attend required performances.
- 5) Students are expected to work/practice outside of classes as needed.

WEB RESOURCES

The music department maintains a website with a wide variety of resources and important information.

Additionally, students will be accessing ear-training exercises through Choraltech.org. Students without internet access may request printed copies of the required exercises.

APPENDIX: Music Independent Studies

The goal of Music IS is to provide time, space, and resources for those students who:

- 1) are pursuing advanced solo or ensemble performance projects
- 2) are pursuing creative projects such as song writing or computer composition
- 3) are preparing for college entrance auditions or Advanced Placement tests in music
- 4) would like to begin a new instrument and need time and instruction

In order to maintain membership in Music IS, a student must prepare a detailed syllabus for him or herself, outlining what they will study, what materials and resources they need, and how they will be assessed.

All Music IS students prepare and present a quarterly class presentation, and a semester public recital presentation.

Students who are not capable of successful participation will be dropped from the class.