

WRHS MUSIC DEPARTMENT

DEPARTMENT HANDBOOK

2010-2011



Kirk Young, Director of Music
Winnisquam Regional High School
435 West Main Street
Tilton, NH 03276

kyoung@wrsdsau59.org

www.wrsdsau59.org/WRHS/Faculty/Young117/Index.htm

603.286.4531, x117

WRHS Music Department

Concert Choir – open to all students, grade 9-12

Concert Choir is the largest mixed-choir here at the high school. This ensemble will be the core of the choirs here at the school and open to any WRHS student. This ensemble will sing lots of varied and interesting repertoire, from holiday selections to Broadway favorites to standard choral literature.

This choir is a full, academic credit and rehearses during the school day. Students will be required to attend rehearsals, concerts, after-school functions and field trips to contests and/or festivals.

Concert Band – open to students with prior instrumental experience, grade 9-12

Concert Band is the largest instrumental ensemble at the high school. This ensemble will be the core of the bands here at the school and will double as the marching band for parades. The Concert Band will perform varied and interesting repertoire, from holiday selections, marching band pieces, novelty arrangements and standard concert band literature. (From this band we will eventually build a small, audition-only wind ensemble for students wishing to be challenged further in the instrumental arts.)

This band is a full, academic credit and rehearses during the school day. Students will be required to attend rehearsals, concerts, parades, after-school functions and field trips to contests and/or festivals. **Prerequisite: middle-school music experience or permission of instructor.**

Small Ensembles/ Chamber Music – open to all enrolled music students.

Here at WRHS students may also choose to participate in smaller ensembles in both instrumental and choral music. These ensembles will rehearse outside of the academic curriculum and will range from a percussion ensemble, brass choir and a woodwind choir to vocal quartets, trios, duets and solos. It will be suggested heavily that small ensembles participate in the NHMEA Solo and Ensemble Festival, as well as community performances and WRHS concert appearances. **Prerequisite: approval of the music director.**

WRHS Percussion Ensemble – open to students grade 10-12 by application only

New this year, this group will serve as an extension of the MUSIC APPRECIATION class and extend throughout the entire school year. Modeled after “RECYCLED PERCUSSION” we will explore the medium of a percussion ensemble. Performances are required for members of this group.

WRHS GLEE CLUB – open to all enrolled students by application only

New this year, this group will explore all aspects of a high school glee club. Students will attend an informational meeting and then apply for membership. Students will sing and dance to modern music set in a choral music structure. Performances are required for members of this group.

Winnisquam Chamber Singers – open to students grade 9-12, by audition only

The *Winnisquam Chamber Singers* is the elite musical group at WRHS. It is an audition-based ensemble that performs more difficult choral repertoire and demands more from each student musician. This choir will perform regularly through out the community as well as NHMEA (New Hampshire Music Educators Association) festivals and programs.

This choir rehearses after school twice weekly and students do not receive academic credit. Students in this ensemble do not have take *Concert Choir* during the school day but they must learn all the music and perform with them. Auditions occur in the spring of every school year for the following year's membership. The *WCS* will serve as section leaders and role models for the members of the concert choir. **Prerequisite: audition with music director.**



Music Department Website

www.wrsdsau59.org/WRHS/Faculty/Young117/Index.htm

A website has been created for the music department at WRHS. On this site you will find all of the course syllabi, a calendar of events, a copy of this handbook and other pertinent information. Please refer to it often as it will be changed on a weekly basis.

I. Membership

Participation in musical ensembles is meant to be a positive learning experience for the students, one that they will carry with them throughout their lifetime. Members of the music department should learn the meaning of “commitment” and “responsibility.” They should take pride in our department and understand that they play an important role in our development.

II. Rehearsal Procedures

- A. Students are expected to be punctual. This means having materials ready and being in place (and quiet) when the bell rings/at the start of rehearsal.
- B. Students must have their music and a pencil with them at each rehearsal.
- C. Students are expected to fully participate in rehearsals while maintaining a positive attitude.
- D. The new “behavior rubric” in this handbook addresses rehearsal decorum.
- E. If a student is unable to fully participate in rehearsal they will be expected to sit in rehearsal and follow along attentively. *For vocalists, please take note that a sore throat does not equal a sore voice. Students should sing unless vocally hoarse.*
- F. Students must make notations in their music when instructed.
- G. Periodically throughout the school year audio and/or video recordings will be made of the rehearsal process. They are for educational uses only and will not be distributed in any fashion.
- H. Students should have fun in rehearsal. The director does!

III. Music

- A. Music will be purchased by the school district and distributed by Mr. Young.
- B. When signing, students are made aware of the replacement price for each piece of music.
- C. If a student does not return music in satisfactory condition, they will be charged the full replacement price of all pieces and/or their black folder.
- D. Music/folders will not be considered in satisfactory condition if it is marked other than in pencil, torn, wet, or show sign of anything other than normal wear.
- E. Music should be marked ONLY IN PENCIL! Students should mark music as directed by Mr. Young.

IV. Technical Rehearsals/Concerts

- A. **Technical Rehearsals are *mandatory*.** “Tech rehearsals” offer the chance to figure out the lighting, sound and logistical aspects of the following concert. Student attendance is *required*. An unexcused absence from a technical rehearsal is identical to missing a concert.
- B. **Attendance at concerts is *mandatory* for all students participating in a performance ensemble. There are no exceptions.**
- C. Conflicts are to be resolved per the parameters in the section listed as “Absences/Conflicts.”
- D. If a student misses a dress rehearsal without prior consent of the director, the student will forfeit one letter grade for the grading period and may be removed from the following concert. If the director chooses to remove a student from a concert, an alternate assignment or project may be given.
- E. For vocalists, any student who has “lost their voice” must still attend dress rehearsals and concerts. They must stand with the choir on the risers and “mouth it.”
- F. Students will receive no less than two weeks notice if a concert will be added to the schedule.
- G. Students must report on time for their “call time” on performance days.
- H. Students must dress appropriately for concerts (see “Dress Code”)
- I. Students should not wear excessive perfume, cologne, hairspray, or scented lotion for performances.
- J. Cleanliness and hygiene are important. Deodorant should be sufficient.
- K. Unless otherwise directed, students are to remain on site until the end of the entire concert and are excused by the director. Parents and students should not ask to leave after their section of the performance.
- L. Any student who leaves early without permission and good cause (see “Absences/Conflicts”) will forfeit their concert grade.
- M. Students who miss concerts without good cause (see “Absences/Conflicts”) will forfeit three grade levels for that grading period and **AT LEAST 50%** of their exam grade for that period (or more, contingent on presence of written exam).
- N. Students who miss concerts may be required by the director to sing or play their portion of the program by themselves for a grade.
- O. Students who are absent from school due to illness on the day of a concert may perform with permission from the administration.
- P. Students who are on suspension from school the day of a concert are required to be present for concerts. The decision whether a student performs on the concert or completes an alternate assignment will be made by Mr. Young and Vice Principal Lachapelle.
- Q. Any student missing a performance (**excused or unexcused**) is required to write a paper in place of their attendance. This paper should be no less than five pages, typed/word-processed, with no larger than 12-point font and one-inch margins. Papers should be about a composer of music that their ensemble is performing for the concert (unless otherwise instructed by Mr. Young), and should be cited (at least two sources). The Director reserves the flexibility to

award less than full credit for make-up assignments that lack scholarly approach or original thought. Credit will be awarded based on the quality of the submitted assignment.

V. Absences/Conflicts

We in the WRSD Music Department understand that students have many worthwhile experiences from which to choose during their time in school. Conflicts with other events often arise, and circumstances come to bear that sometimes require our absence. Therefore, we ask students for 100% attendance **accountability** rather than 100% attendance.

Attendance is mandatory at all performances. There are no exceptions.

A student must participate in every concert and dress rehearsal scheduled for a given term in order to receive concert attendance credit. A list of this year's performance dates has included with this packet.

Unforeseen situations may arise; such a death in the immediate family, a natural catastrophe, or a seriously debilitating illness; that prevent a student from participating in a scheduled concert. Depending upon the extenuating circumstances, these types of absences from a performance or dress rehearsal may be excused. None the less, a student who misses a dress rehearsal will be prohibited from participating in the performance. Any student wishing to be excused from a performance should co-write a note with their parent detailing the circumstances and events that kept them from attending the concert. The merits of these unique situations will be considered on an individual basis.

Occasionally, a distinct conflict arises between an important prior commitment, and a scheduled concert date. Such a conflict should be brought to the attention of the Director when the concert date is announced. The merits of these kinds of absences will also be considered on an individual basis. Conflicts having to do with a student's work schedule will not constitute an acceptable excuse for missing a concert.

The opportunity to perform for a public audience is an integral part of our music curriculum. However, this kind of public performance cannot be taught, provided, or experienced during the regular school day. Nor can the experience of a music performance be effectively re-created at a future time. Many elements of a live performance such as managing a group's blend and balance, adjusting to unique acoustics, and the spontaneous adaptation to interpretive nuance, can only be fully learned by participating in live performances.

Musicians learn to perform by performing. When a student misses a performance, something quite significant has been left unlearned. It seems unfair to award credit for an activity that a student has failed to carry out.

Therefore, if a student's concert attendance is excused due to extenuating circumstances (see above), then the Director will grant that student the opportunity to make up the concert attendance credit by fulfilling a written assignment.

Listed below are some guidelines to determining what is an *excused absence*, an *unexcused absence*, or a *conflict*.

A. EXCUSED ABSENCES

- 1) Severe illness (verified by doctor's note in case of dress rehearsal, concert, performance, or excessive classroom absence)
- 2) A death in your *immediate* family.
- 3) Participation in family wedding (director must have one month's prior written notice)
- 4) Participation in family religious ceremony (director must have one month's prior written notice)
- 5) All excused absences must be reported directly to Mr. Young in writing prior to the absence.

B. UNEXCUSED ABSENCES

- 1) No call/No show to rehearsal, dress rehearsal, or performance
- 2) No prior notice of conflict
- 3) Non-contagious, minor illness (headache, head cold, sore throat, etc.)
- 4) Work (Failure to give your boss proper notice is not my problem...if you do give notice and your boss is uncooperative [*I haven't had one yet who was*] please have them call me.)
- 5) Babysitting – make family arrangements ahead of time to accommodate your schedule as a student.
- 6) Out-of-town visitors (“But it’s the ONLY TIME I can see Fred...”)
- 7) “But I couldn’t get a ride...” or any other phrase like that.
- 8) Routine appointments that can occur other times (dental/eye exams, doctor checkups, driver’s license, etc.)

C. CONFLICTS

- 1) Participation in another WRHS event (sport, club, or evening event for another class) is permitted, provided the student provides Mr. Young with:
 - a) Written schedule of other activity
 - b) Name and contact information of other activity’s sponsor, AND that Mr. Young and the other sponsor can come to consensus on a program of time-sharing.
- 2) Outside activity (Concord Chorale, a community band or chorus, church choir, etc.)
- 3) School concerts for which students are graded must have priority over outside events for personal fulfillment
- 4) In all cases, students who choose an outside activity MUST communicate with Mr. Young and the other activity leader
- 5) Students who are obligated to a WRHS ensemble should respect their commitment. When auditioning for an outside activity, the student

must inform that administration of all WRHS commitments. Failure to do so will void Mr. Young's standing practice of sharing.

- 6) If an outside activity fails to accommodate sharing a student to an acceptable level, the student may be forced to choose one activity over another.
- 7) If a student terminates an existing WRHS obligation to undertake an outside activity, this will negatively impact future WRHS auditions, as this shows lack of responsibility.
- 8) Any student who is ill from school or an out-of-school rehearsal should not be found performing or rehearsing with an outside activity the same day. Any student who does so is in jeopardy of unexcused absence, appropriate grade penalty, and/or removal from ensemble at the director's discretion.

D. PROCEDURE

- 1) Students who have an excused absence or conflict must document this to Mr. Young in writing prior to the absence (except in cases of accident or medical emergency). Forms can be found on the bulletin board in the music room. The white form should be completed by the student and signed by the parent, then given to Mr. Young. He will keep two copies, and return one to the student. *Any student found forging a parent's signature will forfeit all grade points for the activity, will be written up to the Vice Principal and will certainly jeopardize future auditions and placements.*
- 2) If there is an existing conflict with a date on this calendar, the student has until Friday, September 26th, 2009 to submit a note to Mr. Young detailing the circumstances. Following this deadline, the student forfeits their ability to say, "But I've had this scheduled since last year/6 months ago/forever..."
- 3) IT IS SUGGESTED THAT STUDENTS MARK ALL MUSIC DEPARTMENT EVENTS IN THEIR STUDENT PLANNERS IMMEDIATELY.

VI. Classroom Rules and Procedures

- A. Students should keep the music room clean at all times. Anything brought in by a student should leave with them. The WRSD and Mr. Young are not responsible for student property left in the room in a negligent fashion. Items left behind may be turned into lost and found, but may also be thrown away if not discovered immediately.
- B. Students are not permitted to chew gum or eat candy during band or chorus.
- C. Students may not eat or drink (water is ok) during band or chorus.
- D. Students are encouraged to drink from a water bottle when desired, but should not leave their bottle behind after class.
- E. Students **must** have a pencil at every rehearsal.
- F. Class begins at the sound of the bell. Tardy students will be processed as per conditions listed in the student planner. Students are considered tardy if they are...

- 1) Not in the room at the sound of the bell
 - 2) Not appropriately positioned in their seat at the sound of the bell.
 - 3) Not seated and instruments ready to go within 5 minutes of the bell.
 - 4) Without music, folder, and pencil at the sound of the bell
 - 5) Not ready to begin training at the sound of the bell
- G. Only one person speaks at a time in the music room. Unless otherwise indicated, that person is Mr. Young.
- H. Students are not permitted to use equipment or play instruments in the music room without permission.
- I. No food or drink shall be placed on electronic equipment or musical instruments at any time.
- J. Storage rooms and their contents are off-limits

VII. Dress and Comportment

A. DRESS CODE for concerts and/or performances

LADIES:

Black skirt (at bend of knee or below)

Black shoes (closed toe)

White blouse (must have sleeves)

(no "spaghetti straps")

(Brassier straps will not be seen)

Midriff region must not show

GENTLEMEN:

Black dress trousers (no jeans)

Black dress shoes (no sandals or sneakers)

White, long-sleeve dress shirt

(button-down with collar)

Tasteful tie in plain or color pattern

(no characters, logos, sayings)

Black Dress Socks

- 1) Earrings should not be large dangles, and should not dangle at all on men.
 - 2) Necklaces may not be seen unless approved by Mr. Young.
 - 3) Bracelets or colored watches shall not be worn.
 - 4) All facial piercings (eyebrow, lip, nose, tongue or otherwise) will be removed for ALL performances.**
 - 5) Hair should be neat and out of the musicians' faces.
 - 6) Clothing should not be frayed or torn.
 - 7) At the Director's discretion, a performer who is dressed inappropriately may be banned from a performance.
 - 8) All aspects of the WRHS dress code apply to concert dress.
- ### B. FIELD TRIP/CLINIC DRESS
- 1) Students will be dressed tastefully at all times.
 - 2) When on a field trip, students should not wear jeans.
 - 3) Men should wear trousers – *not shorts* – unless otherwise instructed by Mr. Young.
 - 4) Men should wear casual, "non-tennis" shoes – *not sandals* – unless otherwise instructed.
 - 5) Ladies may wear pants or skirt – *not shorts* – unless otherwise instructed.
 - 6) Students should not wear t-shirts.
 - 7) All aspects of the WRHS dress code apply to field trip dress.

C. COMPORIMENT (behavior)

- 1) WRHS music students represent our school district, our department, their families, and themselves.
- 2) We expect their best behavior at all times.
- 3) All WRHS School rules considering behavior are in effect at all times.
- 4) Students must not smoke at any music department function.
- 5) Students must not use any controlled substance.
- 6) Students must treat others with respect.
- 7) Students must not use profanity or suggestive language.
- 8) Students must not speak poorly about other groups, performers, or directors. People within earshot can misconstrue even clinically-based discussions.

VIII. Grading

Because the band and the chorus each have a different performance schedule and a different amount of students, grade weights will fluctuate depending on frequency of assessment in each area. Each ensemble has individual needs. Because choir and band are performance-oriented classes, it should be easy for each student to earn a grade of “A.” That is because all areas of assessment are geared toward insuring that students are musically growing toward a goal of concert preparation. Anyone who is not growing toward concert preparation is not actively working at our program, and thus does not deserve an “A.” It is our goal and hope that all students can receive an “A” in the music ensemble of their choice.

Course competencies have been written for all courses in the music department. The performance competencies for band and choir are included in this handbook. We will be experimenting with these competencies through the entire school year, and students will be assessed accordingly.

IX. Academic Eligibility for Extra-Curricular Events

For participation in any extra-curricular activity in the WRHS Music Department, students must meet all academic requirements set forth in the WRHS Student Handbook. Anyone not meeting this requirement will not be allowed to participate in their specific event.

Parent-teacher permission slips are required of all students who take part in field trips. *These slips are to be turned in a minimum of two days in advance.*

Concerts and performances are used for student assessment and are “co-curricular,” not “extra-curricular.” The Fall Concert, Holiday Concert, Large Group Festival, Evening with the Arts, Memorial Day Parade, and the Spring POPS Concert are all co-curricular and are therefore not restricted by this requirement.

NHMEA All-State Auditions, NHMEA All-State Festival, NHMEA Solo and Ensemble Festival, PSU All-New England Band, PSU All New England Choir, Laconia Barbershop Festival, Athletic Bands, the Lakes Region Music Festival Band/Choir and the WRHS Commencement Exercises and are considered extra-curricular events and are, in fact, restricted by this requirement.

If you have questions regarding this policy, please contact Mr. Young.

X. The use of music with liturgical text

The Winnisquam Music Department is dedicated to the advancement of music education in the Winnisquam Regional School District. In keeping with this fundamental purpose, music chosen for study or performance shall be quality literature that possesses clear artistic and educational value.

Music chosen for study or performance will represent a broad range of styles, genres, chronological periods, and cultures. The Music Department will be sensitive to the diverse values and beliefs with which students come to school. The approach to selecting and teaching about music with liturgical texts will be strictly academic. Classroom discussions about values and beliefs within the cultural context of a specific work may frequently occur, and will clearly emphasize the composition's artistic content, intent, and academic value. No piece of music will be selected or taught for devotional purposes, or for the purpose of promoting or denigrating any particular value or belief.

The criteria for selecting literature for study or performance shall be as follows:

- The composition has artistic integrity, and has demonstrated lasting value.
- The piece challenges the students' intellectual and technical abilities.
- The work promotes understanding of the dynamics of the creative process, and the infinite possibilities of the imagination.
- The selection broadens the students' awareness of their cultural heritage, and that of others.

IX. Major Student Outcomes Expected

Cognitive:

- Proper work habits
- Self-discipline
- Responsibility to self and others
- Emotional stability
- Poise
- Able-leader
- Dependable follower

Affective:

- Proper sense of values
- Social development
- Increased musical appreciation
- Self-expression
- Acceptance of critical analysis
- Increased awareness of musical perception

Performance Outcomes:

Students will be able to demonstrate the following:

1. Knowledge of phrasing demands in music.
2. Awareness of intonation and tone quality problems.
3. Rhythmic understanding and rhythmic patterns in music.
4. Increasing ability to interpret the baton technique of the director, an ever-increasing awareness of balance, blend and precision.

Appreciation Outcomes:

1. Increasing awareness of various musical styles.
2. Perception of the manner in which elements of musical expression are utilized.
3. Effective and realistic self-evaluation.
4. An appreciation for music from various periods.

Contacting Mr. Young

Office Phone: 268-4531, x117

E-mail: kyoung@wrsdsau59.org

Behavior Rubric

WRHS Music Department

Student Name _____

Section: _____ Dates: _____

Teacher Name: _____

Subject Unit: _____

Behavior Skill	Rarely or Never (1 point)	Sometimes (2 pts)	Most of the Time (3 pts)	Always (4 points)
On Time and Prepared				
1. Arrives to class on time				
2. Brings necessary materials				
3. Completes homework and assignments				
Respects Peers/Classmates				
1. Respects others property				
2. Listens to peers				
3. Responds appropriate to peers				
4. Respects others opinions				
5. Refrains from abusive language				
Respects Teacher/Staff				
1. Follows directions				
2. Listens to Teacher/Staff				
3. Accepts responsibility for actions				
Demonstrates Appropriate Character Traits				
1. Demonstrates positive character traits (kindness, trustworthy, honesty)				
2. Demonstrates productive character traits (i.e. patience, thorough, hardworking)				
3. Demonstrates a level of concern for others				
Demonstrates a Level of Concern for Learning				
1. Remains on task				
2. Allows others to remain on task				
3. Works to best of ability				
4. Completes all assignments with accuracy				
TOTAL SCORE				

**WRHS CHOIR
ASSESSMENT
RUBRIC**

	5 Points	4 Points	3 Points	2 Points	1 Point
Choir Contribution	Is fully contributing and a vital member of the choir. Is always on task. Shows leadership qualities, respect for class time and concern for the betterment of the choir.	Usually contributes to the group. Is usually on task. Shows signs of positive leadership qualities. Usually shows respect for class time and concern for the betterment of the choir.	Sometimes contributes to the class. Is sometimes off task. Sometimes shows respect for class time. Shows some concern for the betterment of the choir.	Contributes little to the choir. Is often disruptive. Shows little concern for the betterment of the choir.	Never contributes to choir. Is usually disruptive. Shows no concern for the betterment of the choir.
Preparedness	Is prepared everyday with appropriate materials. Materials are organized and in their proper place. Student is always in their seat at the start of class.	Is usually prepared for class. Materials are usually organized and in their proper place. Student is usually in their seat at the start of class.	Is sometimes unprepared for class. Sometimes misplaces materials. Is sometimes out of their seat at the start of class.	Is often unprepared for class. Misplaces materials often and/or over and extended period of time. Needs to work on organizational skills. Often out of their seat at the start of class.	Is usually unprepared for class. Usually misplaces materials or has lost materials. Student is unorganized. Usually out of their seat at the start of class.
Tests and Quizzes	Has an "A" average on all tests and quizzes.	Has a "B" average on all tests and quizzes.	Has a "C" average on all tests and quizzes.	Has a "D" or an "F" average on all tests and quizzes.	Failed to take a test or quiz.
Concert Participation	Has participated in all required concerts. Dresses appropriately for concerts. Comes on time with correct materials.	Has participated in all required concerts. Comes on time. Has dressed inappropriately for concerts.	Has participated in all required concerts. Was late without prior approval from teacher.	Has participated in all required concerts. Was very late or left early without approval. Has dressed inappropriately for concerts.	Did not attend a required concert.
Musical Skills Knowledge	Has shown an understanding of Rhythms, Solfege and Expression. Is able to identify musical symbols and apply them. Is using correct techniques for good vocal production and for improved tone quality.	Usually shows an understanding of Rhythms, Solfege and Expression. Is usually able to identify musical symbols and apply them. Usually uses correct techniques for good vocal production and for improved tone quality.	Sometimes shows an understanding of Rhythms, Solfege and Expression. Is sometimes able to identify musical symbols and apply them. Sometimes uses correct techniques for good vocal production and for improved tone quality.	Has shown little understanding of Rhythms, Solfege and Expression. Shows little attention to musical symbols. Often does not use correct techniques for good vocal production and for improved tone quality.	Has shown no understanding of Rhythms, Solfege and Expression. Gives no attention to musical symbols. Does not use correct techniques for good vocal production and for improved tone quality.

Instrumental Grading Rubric

Attendance, Preparedness, Effort, Assessment, and Assignments are all important factors in being a productive and participating member of an orchestra or band. In keeping with the WRHS Music Department's goal of ensuring academic excellence, the following grading policy has been developed to clarify expectations for all individuals involved.

	A+ (*)	A	B	C	D	F
Attendance	All rehearsals and concerts attended and on time (sick days excluded)	All rehearsals and concerts attended and on time (sick days excluded)	All rehearsals and concerts attended. Tardy 10% of rehearsals	1 Unexcused absence OR tardy 20% of rehearsals	2 Unexcused absences OR tardy 30% of rehearsals	3 or more Unexcused absences OR tardy 40% or more of rehearsals
Preparedness	Instrument, music, pencil, rosin, reeds at ALL rehearsals	Instrument, music, pencil, rosin, reeds at ALL rehearsals	Instrument, music, pencil, rosin, reeds at MOST rehearsals	Instrument, music, pencil, rosin, reeds at SOME rehearsals	Instrument, music, pencil, rosin, reeds SELDOM at rehearsals	Instrument, music, pencil, rosin, reeds RARELY at rehearsals
Effort & Participation	Exceptionally attentive at rehearsals. Excellent posture and playing position.	Exceptionally attentive at rehearsals. Excellent posture and playing position.	Generally attentive at rehearsals. Posture and playing position is generally good.	Lacking attentiveness in rehearsals. Lacks alert posture and attention to hand position.	Pays little attention at rehearsals. Refuses to correct posture and/or playing positions.	Insufficient attention paid to rehearsals, posture and/or playing positions.
Performance Assessment	100% of rubrics are 5s (see attached performance rubrics)	100% of rubrics are 5s (see attached performance rubrics)	4 rubric average	3 rubric average	2 rubric average	1 or lower rubric average
And/Or Assignments	Submitted on time and self assessment done in a thoughtful manner	Submitted on time and self assessment done in a thoughtful manner	Tape and/or self assessment 1 -3 days late or little thought given to self assessment	Tape and/or self assessment 4 - 6 days late or little evidence of a thoughtful self assessment	Tape and/or self assessment 7 - 9 days late or no evidence of a thoughtful self assessment	No assignment submitted

* In order to receive an A+, all criteria for an A must be met and an additional 5 points must be earned within every quarter.

1. Participating in a Youth Symphony = 5 pts.
2. Attendance at one classical concert with program = 1 pt.
3. Running a sectional rehearsal = 1 pt.
4. Tutoring another player for 30 minutes = 1 pt.
5. Additional points available with prior approval of the instructor

Grades will be determined according to the following scale:

A A A A + 5 additional points = A+	
A A A A = A	C C C C = C
A A A B = A	C C C D = C
A A B B = A-	C C D D = C-
A B B B = B+	C D D D = D+
B B B B = B	D D D D = D
B B B C = B	D D D F = D
B B C C = B-	D D F F = D-
B C C C = C+	D F F F = F
	F F F F = F

WRHS MUSIC DEPARTMENT – ASSESSMENT RUBRIC

Creative Expression Through Production

Evaluation Criteria	Advanced	Proficient	Basic	Below Basic
Definitions	Students create or perform using a variety of skills and techniques at an accomplished level. They apply concepts, and processes to pose and solve problems.	Students create or perform using a variety of skills and techniques. They apply concepts and processes to solve problems.	Students create or perform using some skills and/or techniques. They apply basic concepts and/or processes.	Students require extensive support to create or perform.
CREATIVE EXPRESSION THROUGH PRODUCTION Create, perform, exhibit, and/or participate.	<ul style="list-style-type: none"> • Vocal tone is open and resonant; Instrumental tone is characteristic of the instrument. • Notes, intonation, and rhythm are consistently accurate, and appropriate; balance is maintained throughout. • Appropriate aspects of musical expression* are employed effectively to communicate the intended musical outcome. 	<ul style="list-style-type: none"> • Vocal tone is open and resonant, with episodes of tension and restriction; Instrumental tone varies from the characteristic sound, but does not detract from the performance. • Minor problems occur in note, intonation, rhythm, or balance, but do not detract from the performance. • Aspects of musical expression* are used to communicate the intended musical outcome. 	<ul style="list-style-type: none"> • Vocal tone is more closed than open and lacks resonance; Instrumental tone varies from the characteristic, detracting from the performance. • Minor problems occur in note, intonation, rhythm, or balance; problems occasionally detract from the performance. • Some aspects of musical expression* are employed in an attempt to communicate the intended musical outcome. 	<ul style="list-style-type: none"> • Vocal tone is generally closed and pinched; Instrumental tone is consistently uncharacteristic of the instrument. • Tonal production is evident; note, intonation, or rhythm problems consistently detract from the performance, and balance is generally inappropriate throughout. • Little or no musical expression* employed.

*Some aspects of Musical Expression are: contrast, articulation, intensity and release, subtlety, and phrasing.

WRHS MUSIC DEPARTMENT – ASSESSMENT RUBRIC

Aesthetic Perception

Evaluation Criteria	Advanced	Proficient	Basic	Below Basic
Definitions	<i>Students analyze the overall impact of musical works and personal preferences. They effectively relate musical elements and experiences to the ideas communicated using correct terminology.</i>	<i>Students describe the overall impact of musical works and state personal preferences. They relate musical elements and experiences to the ideas communicated using correct terminology most of the time.</i>	Students refer to the overall impact of musical work and state personal preference. They occasionally relate musical elements and experiences to the ideas communicated use some correct terminology.	Students make little or no reference to the overall impact of musical work, but can state a personal preference. They use some relevant language.
AESTHETIC PERCEPTION Process, analyze, respond to, and/or make informed judgments.	<ul style="list-style-type: none"> • Analyzes music/performance and its overall impact in detail, referring to the appropriate elements* of music. • Describes personal preferences for the music/performance providing rationale based on the elements of music and personal experiences. 	<ul style="list-style-type: none"> • Analyzes music/performance and its overall impact, referring to appropriate elements* of music. • Describes personal preferences for the music/performance based on the elements of music and personal experiences. 	<ul style="list-style-type: none"> • Describes music/performance and its overall impact referring to some elements* of music. • Describes personal preferences for the music/performance. 	<ul style="list-style-type: none"> • Describes music/performance or its overall impact; references to the elements* of music are inappropriate or lacking. • States personal preferences for the music/performance.

***Elements may include, but are not limited to, tone, technique and expressive qualities. (It is assumed that appropriate technology will be used by students as needed.)**

WRHS MUSIC DEPARTMENT – ASSESSMENT RUBRIC

Historical and Cultural Context

Evaluation Criteria	Advanced	Proficient	Basic	Below Basic
Definitions	Students describe, in detail, musical works in terms of their historical and cultural context. They analyze the relationships between the music and history or culture using rationale.	Students describe musical works in terms of their historical and cultural context. They describe the relationships between the music and history or culture.	Students identify musical works in terms of their historical or cultural context. They state a relationship between the music and history or culture.	Students relate musical works to history or culture, but they do not recognize the relationships between the music and history or culture.
HISTORICAL AND CULTURAL CONTEXT Students understand the arts in relation to history, cultures, and contemporary society.	<ul style="list-style-type: none"> • Describes, in detail, distinguishing features of music in the context of history and culture. • Analyzes the relationships between music and historical, cultural or contemporary events and their influence on each other using appropriate rationale. 	<ul style="list-style-type: none"> • Describes distinguishing features of music in the context of history and/or culture. • Describes the relationships between music and historical, cultural, or contemporary events and their influence on each other. 	<ul style="list-style-type: none"> • Identifies distinguishing features of music in the context of history or culture. • States the relationships between music and historical, cultural, or contemporary events. 	<ul style="list-style-type: none"> • Relates music to history or culture. • Does not state the relationships between music and historical, cultural, or contemporary events.

WRHS MUSIC DEPARTMENT – ASSESSMENT RUBRIC

Applications to Life

Evaluation Criteria	Advanced	Proficient	Basic	Below Basic
Definitions	Students identify and discuss interrelated concepts among the arts, other disciplines, and society and illustrate skills used in vocational, cultural, or recreational opportunities.	Students identify interrelated concepts among the arts, other disciplines, and society and skills used in vocational, cultural, or recreational opportunities.	Students list some interrelated concepts among the arts, other disciplines, and society and skills used in vocational, cultural, or recreational opportunities.	Students list few or no concepts related to the arts, other disciplines, or society and skills used in vocational, cultural, or recreational opportunities.
APPLICATIONS TO LIFE Connect and relate the arts to other disciplines and society.	<ul style="list-style-type: none"> • Identifies and discusses the skills used in arts opportunities. • Identifies and explains concepts observed among the arts (<i>comparing and contrasting a musical piece with visual art or other art form</i>), other disciplines, or society. 	<ul style="list-style-type: none"> • Identifies the skills used in arts opportunities. • Identifies concepts observed among the arts (<i>comparing and contrasting a musical piece with visual art or other art form</i>), other disciplines, or society. 	<ul style="list-style-type: none"> • Lists some skills used in arts opportunities. • Lists some concepts observed among the arts (<i>comparing a musical piece with visual art or other art form</i>), other disciplines, or society. 	<ul style="list-style-type: none"> • Lists few or no skills used in arts opportunities. • Lists few or no concepts observed among the arts (<i>relating a musical piece to another art form</i>), other disciplines, or society.

Winnisquam Regional High School
Music Department
Course Name: INSTRUMENTAL MUSIC

The Winnisquam Regional High School Concert Band welcomes all high school students who play an instrument. The band ensemble will include musicians with an interest in learning more about brass, woodwind and/or percussion instruments. Individuals will develop performance and instrumental skills as the band studies quality concert band literature. All band members are required to perform at several public concerts during the year. Band members are also eligible to participate in area festivals, to join specialty ensembles that may develop, and to audition for the Lakes Region Festival Band and the NHMEA All-State Band.

COMPETENCY 1: PERFORMANCE

Students will play proficiently a varied repertoire of music, both alone and with others.

Concepts, Knowledge and Skills	Proficiency Statement
a. Perform on pitch, in rhythm with appropriate dynamics and timbre, and maintain a steady tempo	<ul style="list-style-type: none"> • Students will participate as a member of a large musical ensemble at a minimum of four concerts per year. • All rehearsals and concerts will be attended and on time. Students will be generally attentive at all rehearsals and concerts. • Students will perform or record a solo or small ensemble for submission to the music department and will be graded per the performance rubric. • These music pieces must be grade II or higher.
b. Perform with other instrumentalists to achieve a refined ensemble sound, including blending instrumental timbres, matching dynamic levels, balance, and responding to the cues of a conductor	
c. Perform independent instrumental parts while other students perform contrasting parts.	
d. Demonstrate appropriate playing position on his or her instrument	
e. Perform expressively a varied repertoire of music representing diverse genres and styles.	

COMPETENCY 2: NOTATION

Students will read standard music notation and demonstrate competence in using that notation.

Concepts, Knowledge and Skills	Proficiency Statement
a. Identify, define and notate all interpretive symbols appropriate to the music performed.	<ul style="list-style-type: none"> • Students will be able to properly identify any element in their ensemble's current repertoire. • Students will be able to properly perform any element in their ensemble's current repertoire.
b. Interpret and perform at sight music at the Grade III and IV levels.	
c. Interpret and perform appropriate dynamic markings and changes, tempo markings and changes and meter markings and changes in designated music.	
d. Write the key signatures and notes for the following major scales: C, F, G, Bb, D, Eb, A, Ab, Db, E, Gb, B, and their related minor scales.	

COMPETENCY 3: EVALUATION

Students will analyze, describe, and evaluate music and music performances using correct terminology.

Concepts, Knowledge and Skills	Proficiency Statement
a. Define given musical terms used in an ensemble or solo music being studied.	<ul style="list-style-type: none"> • Students will complete a “WRHS Concert Critique” form for each concert. (See form.) • Students will describe the personal preferences for the music based on the elements of music and personal experiences.
b. Identify and describe the five elements of music (melody, harmony, rhythm, form, timbre)	
c. Evaluate his/her individual and/or group performance or rehearsal verbally and in written form and provide feedback to the group	
d. Evaluate intonation and pitch to a standard, given note in the practical playing range of his/her instrument.	

COMPETENCY 4: RELATION

Students will analyze, describe, and evaluate music and music performances using correct terminology.

Concepts, Knowledge and Skills	Proficiency Statement
a. Explain how elements and artistic processes are used in the arts in general and specific ways and cite examples.	<ul style="list-style-type: none"> • Students will employ appropriate aspects of musical expression to communicate the intended musical outcome. (Please see rubric.)
b. Explain how elements are used to exhibit unity and variety, repetition and contrast, color and timbre within the arts and cite examples.	
c. Compare ways in which characteristic elements, styles and subject matter of other various disciplines outside the arts are interrelated with those of music.	

**Winnisquam Regional High School
Music Department
Course Name: CONCERT CHOIR**

The Winnisquam Regional High School Concert Choir welcomes all high school students who love to sing. The choral ensemble will include musicians with an interest in learning more about their voice and how to use it. Individuals will develop performance and instrumental skills as the choir studies quality choral literature. All choir members are required to perform at several public concerts during the year. Chorus members are also eligible to participate in area festivals, to join specialty ensembles that may develop, and to audition for the Lakes Region Festival Choir and the NHMEA All-State Choir.

COMPETENCY 1: PERFORMANCE

Students will sing proficiently a varied repertoire of music, both alone and with others.

Concepts, Knowledge and Skills	Proficiency Statement
a. Sing, independently, demonstrating good posture and correct breath control.	<ul style="list-style-type: none"> • Students will participate as a member of a large musical ensemble at a minimum of four concerts per year. • All rehearsals and concerts will be attended and on time. Students will be generally attentive at all rehearsals and concerts. • Students will perform or record a solo or small ensemble for submission to the music department and will be graded per the performance rubric. • These music pieces must be grade II or higher.
b. Sing alone and in small and large ensembles demonstrating independence in executing his/her own part.	
c. Sing melodies and excerpts in major and minor tonalities.	
d. Understand and be able to perform with others to achieve a refined ensemble sound including blend, balance and timbre.	
e. Demonstrate appropriate care of his/her vocal mechanism.	
f. Demonstrate correct choral vowels and consonants.	

COMPETENCY 2: NOTATION

Students will read standard music notation and demonstrate competence in using that notation.

Concepts, Knowledge and Skills	Proficiency Statement
a. Identify all pitches within the clef and appropriate to his/her range.	<ul style="list-style-type: none"> • Students will be able to properly identify any element in their ensemble's current repertoire. • Students will be able to properly perform any element in their ensemble's current repertoire.
b. Sight-read melodies in major and minor keys, utilizing solfege syllables, which may include triadic or intervallic leaps.	
c. Use standard symbols to notate rhythm, meter, pitch, and dynamics in simple patterns.	
d. Identify and perform the dynamic markings from repertoire currently in use (including but not limited to: pp, p, mp, mf, f, ff, crescendo & decrescendo sfz, sfzp cresc., fp.)	

COMPETENCY 3: EVALUATION

Students will analyze, describe, and evaluate music and music performances using correct terminology.

Concepts, Knowledge and Skills	Proficiency Statement
a. Define given musical terms used in an ensemble or solo music being studied.	<ul style="list-style-type: none"> • Students will complete a “WRHS Concert Critique” form for each concert. (See form.) • Students will describe the personal preferences for the music based on the elements of music and personal experiences.
b. Identify and describe the five elements of music (melody, harmony, rhythm, form, timbre)	
c. Evaluate verbally and in writing to the technical qualities of a performance, the expressive or musical qualities of a performance and the overall effect of the performance.	
d. Evaluate musical performances utilizing established criteria (including, but not limited to: rhythm, pitch, dynamics, tempo, form, harmony, melody, timbre, balance, blend entrances and cutoffs, concentration) and offer suggestions for improvement.	

COMPETENCY 4: RELATION

Students will demonstrate an understanding of music in relation to history, culture, other arts, other disciplines, and careers

Concepts, Knowledge and Skills	Proficiency Statement
a. Perform, respond and listen to music from a variety of cultures and periods.	<ul style="list-style-type: none"> • Students will employ appropriate aspects of musical expression to communicate the intended musical outcome. (Please see rubric.)
b. Compare and contrast the use of common elements (including, but not limited to dominance, balance, repetition, contrast, etc.) in other works of art (architecture, painting, sculpture, theatre, dance and literature).	
c. Identify social, historical and cultural events and practices as they relate to music being studied.	

WRHS MUSIC DEPARTMENT

PERFORMANCE EXCUSAL FORM

FORM SUBMISSION DATE: _____

STUDENT(S) NAME: _____

PERFORMANCE ENSEMBLE: _____

DATE OF CONFLICT: _____

WHAT WRHS EVENT WILL BE MISSED: _____

PLEASE EXPLAIN BRIEFLY THE NATURE OF THE CONFLICT:

SIGNATURE OF PARENT OR GUARDIAN: _____

STUDENT SIGNATURE(S): _____

(This section is for Mr. Young to complete.)

THIS ABSENCE IS... EXCUSED UNEXCUSED

STUDENTS WILL HAVE TO MAKE UP THE CONCERT BY COMPLETEING:

TEACHER'S SIGNATURE: _____ DATE: _____

WRSD Music Department Permission Slip

Student Name _____ Graduation Year _____

Member of: *CONCERT BAND* *CONCERT CHOIR*

Parent/Guardian Name(s) _____

Complete Mailing Address: Street _____

City/State/Zip _____

Phone _____ Email Address _____

Acknowledgement of all WRHS Music Department Policies

Please initial the boxes below and sign at the bottom

Student	Parent	
<input type="checkbox"/>	<input type="checkbox"/>	We have read the WRSD Music Department Handbook and will abide by all rules and regulations
<input type="checkbox"/>	<input type="checkbox"/>	We consent to being recorded (either audio or video) during rehearsal for educational purposes only.
<input type="checkbox"/>	<input type="checkbox"/>	We give our consent to have our names and pictures used in school publications such as newsletters, WRHS Music Department websites, and WRSD websites.

We understand that our signatures below acknowledge; official receipt of the WRHS Music Department Handbook, we read it in its entirety, and we agree with it and will abide by it.

Print Student Name _____ Student Signature _____

Parent Signature _____ Date _____