



***Stow-Munroe Falls***  
**High School**

**Band**  
**Honors**  
**Guidelines**

**2023-2024**

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# STOW-MUNROE FALLS HIGH SCHOOL

## BAND HONORS PROGRAM

Revised 4/20

The goal of **Band Honors** is to improve musicianship and to encourage students to go beyond what the student is exposed to daily during the band period. We have developed a variety of activities to meet the criteria for the honors credit. Points awarded are weighted based on the time commitment and the musical impact.

Each quarter the student must complete **5 honors points** from the numerous categories. **The student must complete a BAND HONORS COMPLETION FORM one week before the end of each quarter.**

**10% of the student's grade in Band Honors or Band Honors 9 is based on completing the requirements of the class. If a student does not return the Band Honors Credit Point Sheet and does not complete the 5 points, they will not earn the 10%, thus lowering their final grade by one letter.**

### BAND HONORS GRADING:

Band honors students will be graded in the same manner as students in Band and Band 9 with the exception of the 10% honors credit, which alters some of the subcategory percentages. Definition for Practice & Performance, Tests, Participation, Performances and Weekly Grades can be found in the handbook. Below is the Band Honors grading breakdown for Marching Band (1st Quarter) and Concert Bands (2nd-4th Quarters):

#### Marching Band

30 % Practice & Performance  
40 % Tests  
20 % Participation  
10% Band Honors Requirements

#### Concert Band

30 % Weekly Grades  
40 % Performances  
20 % Tests (Playing & Written)  
10% Band Honors Requirements

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### HOW POINTS MAY BE EARNED:

#### PERFORMANCE POINTS:

**Section Leaders:** 2 point (1st Quarter)

**Squad Leaders:** 1 point (1st Quarter)

**Perfect Testing Record During Marching Band:** 3 points

**Wind Ensemble:** 1 points (2-4 Quarter only)

**First Chair Players in any band:** 1 point (2-4 Quarter)

**Pit Orchestra:** 2pts (4th Quarter)

**Jazz Band:** 2 points (2nd or 3rd Quarter only)

**Solo or Ensemble at Solo and Ensemble Contest:** (2nd or 3rd Quarter only)

<u>Superior</u>	<u>Excellent</u>	<u>Good</u>
3 points	2 points	1 point

**All Star Honors Band:** (Quarter 3) 2 points

Many of the area universities have All Star Band Weekends. Your director will have recommendation and audition information. 2 points

**OMEA All State Band:** 4 points

**Public Performance as soloist or member of an ensemble:** 2 points

Perform on your instrument as part of a church or community event (does not include American Celebration). The student must also submit a program for the event. 2 points

#### APPLIED INSTRUMENT POINTS:

**Private Lessons:** 3 points per grading period

Students must take private lessons for the entire grading period. Lessons must meet weekly and the student must attend not less that 85% of their scheduled lessons. The student and the lesson instructor must complete the Private Lesson Verification Sheet. It includes areas of progress, attendance and effort. You must have a satisfactory report in order to earn points. Lessons must be given by teacher currently in pursuit of a Bachelor's of Music degree or higher.

**Attend a Clinic, Event, or Workshop for your instrument:** 2 points

Many of the area universities offer Instrument Clinics (Flute Day, Double Reed Workshop, Day of Percussion, Trumpet Day). The student must also submit a program for the day.

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**Weekly Practice Tapes:** 3 points per grading period (8 total recordings required)

Record practice sessions. Recordings should be approximately 15 minutes in length and are due every Friday. It is your responsibility to turn your recording in on time every week.

Recording should show your weekly progress as you work to improve music we are currently working on or etudes with your private instructor. Late tapes will not be accepted for any reason.

### **Record Scales**

Recordings should be labeled with your name and date. **You may only submit major scales and minor scales once a year.** Prior to playing, name the scale in concert pitch and then perform. If you make a mistake, rewind and try again. **Turn in a complete recording without mistakes.**

**All 12 major scales and a 2 octave chromatic scale 2pts**

**All 12 natural minor scales and a 2 octave chromatic scale 2pts**

### **Self Assessment:** 1 point

Record yourself performing a selected piece, etude or solo. Submit the recording of yourself playing along with a written assessment of your performance. Written assessments must include: 1 inch margins, 12 point Times New Roman font, and minimal spacing elements, **250 words**, double spaced page. Follow written research project rubric.

### **Tutor a Lakeview Band Member:** 2 points per grading period

The student should not receive payment for these lessons. Give a weekly lesson to a fifth or sixth grade band member. Lessons should last for 30 minutes. You must keep a journal commenting weekly on the student's progress, your recommendations and what you have learned from the experience. You will need to turn in the journal at the end of each quarter with a signature for your student's parent. Minimum of 5 weeks to receive credit. **You may only tutor students who play your primary instrument.** Follow written research project rubric.

## **RESEARCH POINTS**

### **Critique of a professional/university/community/church performance:** 2 points

Critiques should include 1 inch margins, 12 point Times New Roman font, and minimal spacing elements, **500 words**, double spaced page equaling 2 to 3 pages. Content should include comments about selections, styles, orchestrations, and performance (tone, intonation, articulations, musicality). All critiques should have the program and or ticket stub attached. Follow written research project rubric.

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### Composer & Literature Report: 2 points

This is a research project must include 1 inch margins, 12 point Times New Roman font, and minimal spacing elements, **500 words**, double spaced page equaling 2 to 3 pages. There should be a 1 1/2 page summary of the composer's life and a 1 1/2 page of how their music has impacted your musicianship. Students are expected to reference multiple recordings of the work in question, comparing and contrasting the work. A works cited page should be included as well. Follow written research project rubric.

### Instrument or Musical Technique Report: 2 points

This research project must include 1 inch margins, 12 point Times New Roman font, and minimal spacing elements, **500 words**, double spaced page equaling 2 to 3 pages. Include the history and development of **your** own instrument or research into a technique used on **your** instrument. This project can be completed once a year. Follow written research project rubric.

### Composition/Arranging Project: 3 points

Students may earn credit for creating a composition or arrangement. Details below:

1. **Composition must be written using a music software notation (handwritten will not be accepted)**
2. **The arrangement/composition must be performable. That is, you need to know ranges and realistic limitations for whom your writing...Examples: writing low E below the staff for trumpet does not exist or writing double G in the trumpet part, may be playable by some, but not realistic.**
3. **Please incorporate articulations, dynamics and phrasing techniques in your work.**
4. **The length should be at least 32 measures in length.**

**Plagiarism is strictly prohibited and will be handled following school guidelines for the matter.**

# STOW-MUNROE FALLS HIGH SCHOOL

## BAND HONORS PROGRAM Revised 4/20

### Written Research Project Rubric

#### WRITTEN PROJECT RESEARCH CRITIQUE GUIDE: 2 points

	<b>3 POINTS</b>	<b>2 POINTS</b>	<b>1 POINTS</b>	<b>0 POINTS</b>
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>* an appropriate topic for research.</li> <li>* Good Support of topic. Discussed Composer/Genre in depth and covered all important events.</li> <li>* Writer involved with subject, not merely doing an assignment.</li> <li>* Clear and appropriate organization, with effective transitions, introduction, and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>* questionable topic for research.</li> <li>* Support for topic sufficient, Discussion of Composer/Genre lacking depth and covered most important events.</li> <li>* Organization, transitions, introduction, and conclusion slightly lacking clarity and/or appropriateness.</li> </ul>	<ul style="list-style-type: none"> <li>* poor topic for research.</li> <li>* Support for topic barely sufficient, Discussion of Composer/Genre is very vague and very few important events were covered.</li> <li>* Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.</li> </ul>	<ul style="list-style-type: none"> <li>* Topic doesn't meet specifications.</li> <li>* Support for topic not sufficient, Discussion of Composer/Genre is not clear and no important events were covered.</li> <li>* Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.</li> </ul>
	<b>4 POINTS</b>	<b>3 POINTS</b>	<b>2 POINTS</b>	<b>1 POINT</b>
<b>QUALITY OF RESEARCH</b>	<ul style="list-style-type: none"> <li>* Cited 3 or more sources</li> <li>* Sources reliable and properly cited.</li> <li>* All information relevant to topic</li> <li>* Sufficient information provided to support all elements of topic.</li> <li>* Research in-depth and the beyond the obvious, revealing new insights gained.</li> </ul>	<ul style="list-style-type: none"> <li>* Cited at least 2 sources</li> <li>* Sources mostly reliable. Citation errors minor.</li> <li>* Most information relevant to thesis.</li> <li>* Sufficient information provided</li> <li>* Research of sufficient depth.</li> </ul>	<ul style="list-style-type: none"> <li>* Failed to cite at least 2 sources</li> <li>* Source reliability questionable. Omitted information does not interfere with ability of reader to find the source.</li> <li>* Some information relevant to thesis.</li> <li>* Information provided to support some elements of topic</li> <li>* Surface research.</li> </ul>	<ul style="list-style-type: none"> <li>* Failed to cite sources</li> <li>* Source reliability questionable. Omitted information does not interfere with ability of reader to find the source.</li> <li>* Some information relevant to thesis.</li> <li>* Information provided to support some elements of topic</li> <li>* Surface research.</li> </ul>
	<b>2 POINTS</b>	<b>1.5 POINTS</b>	<b>1 POINTS</b>	<b>.5 POINT</b>
<b>WORKS CITED</b>	<ul style="list-style-type: none"> <li>* All sources properly cited in Works Cited page.</li> </ul>	<ul style="list-style-type: none"> <li>* All sources properly cited in Works Cited page.</li> </ul>	<ul style="list-style-type: none"> <li>* Not all sources properly cited in Works Cited page.</li> </ul>	<ul style="list-style-type: none"> <li>* No works cited page</li> </ul>
	<b>2 POINTS</b>	<b>1.5 POINTS</b>	<b>1 POINTS</b>	<b>.5 POINT</b>
<b>FORMAT &amp; CONSTRUCTION</b>	<ul style="list-style-type: none"> <li>* Sophisticated and precise word choice.</li> <li>* Few spelling errors</li> <li>* Met all style and min/max length requirements</li> </ul>	<ul style="list-style-type: none"> <li>* Fairly effective word choice.</li> <li>* Few spelling errors</li> <li>* Met most style and min/max length requirements</li> </ul>	<ul style="list-style-type: none"> <li>* Somewhat Effective word choice.</li> <li>* Errors in Spelling, punctuation or capitalization</li> <li>* Failed to meet style and/or min/max length requirements</li> </ul>	<ul style="list-style-type: none"> <li>* Ineffective word choice.</li> <li>* Numerous spelling errors.</li> <li>* Numerous punctuation or capitalization errors.</li> <li>* Failed to meet style and/or min/max paragraph requirements</li> </ul>

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## BAND HONORS PROGRAM

Revised 4/20

**Critiques should include 1 inch margins, 12 point Times New Roman font, and minimal spacing elements 500 words, double spaced page equaling 2 to 3 pages.**

**THE FOLLOWING QUESTIONS CAN BE USED AS A GUIDE IN WRITING YOUR CRITIQUE**

1. Concert setting: Title, Date, Place.
2. Name of performing group(s), performers, conductors, soloists (Do not list entire group)
3. Briefly describe the concert setting (hall, performers' dress, audience, etc.)
4. Were concert programs provided? If so please include a copy.
5. Were program notes provided?
6. What selections were performed. Include Titles of the compositions
7. What musical designs were performed (symphony, sonata, theme and variations, concerto, etc.)
8. What historical periods were represented on the program?
9. Prominent voices or instruments.
10. Characteristics of musical elements (beat, meter, rhythm, tempo, melody, harmony.)
11. Composers intention: Did the performance communicate what the composer wanted you to hear?
12. Short biographical notes about the composer(s).
13. Include you own subjective opinion, reaction, and judgment of the music heard, the effect it may have had on you and the quality of the performance-but be very brief.

**A minimum score of 7 must be earned in order to receive Band Honors Credit. Please refer to the rubric on the following page as a reference for earning credit.**

# STOW-MUNROE FALLS HIGH SCHOOL

BAND HONORS PROGRAM Revised 4/20

## LESSON VERIFICATION FORM: 3 points

Student Name \_\_\_\_\_ Lesson on what instrument \_\_\_\_\_

Date \_\_\_\_\_ Band Instrument \_\_\_\_\_

Lesson Teacher \_\_\_\_\_ Teachers Phone # \_\_\_\_\_

*Teachers: please score the student in each area and provide any comments.*

**TONE & PITCH DEVELOPMENT:** (1-4) \_\_\_\_\_

**TECHNICAL DEVELOPMENT:** (1-4) \_\_\_\_\_

**MUSICAL DEVELOPMENT:** (1-4) \_\_\_\_\_

**ATTITUDE & EFFORT:** (1-4) \_\_\_\_\_

**LESSON PREPARATION:** (1-4) \_\_\_\_\_

Number of lessons during this period \_\_\_\_\_

Number of lessons the student missed during this period \_\_\_\_\_

*Comments:*

Teacher's Signature \_\_\_\_\_

**SCORE** \_\_\_\_\_ Credit will be awarded for a score of 16 or more

# STOW-MUNROE FALLS HIGH SCHOOL

**BAND HONORS PROGRAM** Revised 4/20

## TUTOR JOURNAL: 2 points

The student should not receive payment for these lessons.

Minimum of 5 weeks to receive credit. You must submit 5 of these forms:

NAME \_\_\_\_\_

QUARTER \_\_\_\_\_

I have been teaching \_\_\_\_\_

Instrument \_\_\_\_\_

WEEK \_\_\_\_\_

Date \_\_\_\_\_

Location of Lesson \_\_\_\_\_

Time \_\_\_\_\_

**Student's Strengths:**

**How was the student's progress this week?:**

**Areas for Improvement:**

**Assignment for next lesson:**

\_\_\_\_\_  
*Parent's Signature of student*

**minimum of 5 lessons: CREDIT AWARDED**

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### QUICK REFERENCE FOR POINTS:

- 4 Points: Performance in OMEA All State Band
- 3 Points: Private Lessons  
Perfect Testing Record During Marching Band (all A's)  
Weekly Practice Recordings (8 weeks)  
Composition/Arranging Project  
Superior Rating at S/E Contest
- 2 Points: Critique of a professional/university/community/church  
Public Performance as a Soloist or in an Ensemble  
Pit Orchestra  
Participation in Jazz Band  
Participation in Pep Band or Band Aide (5 each)  
Participation in Pit Orchestra  
All State Honors Band (local university affiliation required)  
Attend Workshop/Clinic for your Instrument  
Record all 12 minor scales & submit complete  
Record all 12 major scales + 2 octave Chromatic & submit complete  
Performance Self Assessment  
Tutoring a Lakeview band student  
Composer and Literature Report  
Instrument or Technique Report  
Marching Band Section Leader  
Excellent Rating at S/E Contest
- 1 Point Participation in Wind Ensemble  
1st Chair Player in any band  
Extra Point for playing 1st part in an All Star/All State Band.  
Marching Band Squad Leader  
Self Assessment  
Good Rating at S/E Contest

### **\*\* “Double Dipping” \*\***

*If any of the items above were used during the quarter for a Practice or Performance Tape Exemption, they **CANNOT** also be used for Band Honors Points.*

# STOW-MUNROE FALLS HIGH SCHOOL

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### COMPLETION SHEET:

This form must be submitted one week before the end of the quarter with proper documentation.

You may not use items twice... Exemptions and Honors Points

NAME \_\_\_\_\_ QUARTER \_\_\_\_\_ DATE \_\_\_\_\_

#### MARCHING BAND:

		Completed
Section Leader:	2 pts	_____
Squad Leader:	1 pts	_____
Perfect Testing Record	3 pts	_____

#### CONCERT BANDS:

Participation in Wind Ensemble:	1 pts	_____
First Chair in any band:	1 pts	_____
Jazz Band	2 pts	_____
Pit Orchestra	2 pts	_____

#### PERFORMANCE POINTS/APPLIED:

(D) OMEA All State Band	4 pts	_____
(D) All Star Honors Band	2 pts	_____
(D) Playing 1st part in Honors/All-State Ensemble	1 pt	_____
(R) Record All Major Scales + 2 oct Chromatic	2 pts	_____
(R) Record All Natural Minor Scales	2 pts	_____
(D) Weekly Practice Records (8 weeks)	3 pts	_____
(D) Public Performance as soloist or ensemble	2 pts	_____
(D) Pep Band (5 game minimum)	2 pts	_____
(D) Attend a Workshop/Clinic for your instrument	2 pts	_____
S and E - Superior 3 pts Excellent 2 pts Good	1 pt	_____

#### PROJECTS:

(D) Private Lessons	3 pts	_____
(D) Arrangement or Composition	3 pts	_____
(D) Performance Critique	2 pts	_____
(D) Performance Self Assessment	1 pts	_____
(D) Tutoring a Younger Student	2 pts	_____
(D) Band aide (5 week minimum)	2 pts	_____
(D) Composer, Literature or Instrument Report	2 pts	_____

CREDIT AWARDED \_\_\_\_\_

\_\_\_\_\_  
*Signature*

**(D) Documentation Needed (R) Recording Needed**