

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY

HIGH SCHOOL MASTER MUSICIAN



Master Musician Awards and Scholarships

All Master Musicians will be awarded a Master Musician Medallion, district level Letters of Recognition and a Certificate of Merit.

Scholarships are available for summer music camps. Students must request a scholarship by presenting their director with an application for a chosen camp. Money will be awarded on a first come, first served basis. Directors will be informed of scholarship application deadlines.

All County Participation

High School Students who complete the MM program before the All-County deadline will participate in All County that year and for each year left in their high school years. Students who complete the MM program after the All-County deadline will participate in All-County the following year and for each year left in their high school years. **All MM students must submit an exemplary All County audition tape each year for seating.**

8th Grade Students who complete the MM program by the first testing date deadline will participate in All County their 8th and 9th grade year. 8th grade students who complete their MM program after the first testing date deadline will participate in All County their 9th grade year. **All MM students must submit an exemplary All County audition tape each year for seating.**

Master Musician Evaluation Committee

High School Portfolios will be evaluated by a committee of two High School directors per subject (i.e. – band, orchestra, chorus, piano and harp). Both directors must approve each portfolio. If there is a difference of opinion, the District Master Musician Committee Chairman will make the final determination.

Scoring:

The portfolio will be scored using two 5 level rubrics, where 4 is a passing score.

1. Portfolio Rubric – The entire portfolio, with the exception of the tapes, will be scored using this method.
2. Performance Rubric – Each tape/cd will be graded using this method (total of 3 rubrics)

The options page (choose 2) – Options 1-5 will scored using the performance rubric. Option 6 will be scored based upon the Prompted Writing Form.

The Master Musician Achievement Test – 85% is a passing score. Test scores will only be valid for that school year. If a student does not complete the MM program by the end of the year, the scores will be void.

All MM Evaluation Committee Members will be chosen based on their understanding of the Master Musician Program and/or their history of participatory excellence.

High School Band Performance Requirements

Tape One

The student will record their performance of the following exercise as they appear in the Hillsborough County High School Music Outcomes and Reference Manual, unless noted otherwise, on tape or CD for their portfolio.

1. Major Scales with arpeggios (**Follow the All State Audition Requirements**)-tongued ascending, slurred descending, two octaves where possible, beginning on Concert G and ascending chromatically in 2 minutes or less. Do not stop the tape between scales.
2. Intervals in thirds for all major scales, one octave for each.
3. Chromatic scale-tongued ascending, slurred descending, minimum of two octaves.
 - * Percussion students would perform these on a mallet instrument.
 - * Percussionist must include the 26 standard rudiments from the N.A.R.D. list on snare drum. The rudiments should be performed from a slow tempo to a fast tempo back to the slow tempo.

Tape Two

The student will record their performance of two etudes of contrasting styles from, but not limited to, the texts listed below on tape or CD for their portfolio. **Please include a copy of the sheet music of the selected etudes.**

- Flute/Piccolo – Melodious & Progressive Studies for Flute, Book 1, Robert Cavally
- Oboe/English Horn/All Saxophones – 48 Famous Studies for Oboe or Saxophone, Albert J. Andraud
- Bassoon – Studies for Bassoon, Concert Studies, Opus 26, Book 3, L. Milde
- Eb/Bb Clarinet – 32 Etudes for Clarinet, C. Rose
- Alto/Bass Clarinet – Advanced Studies, William E. Rhoads
- Trumpet – Arban’s (Authentic Edition), Edwin Franko Goldman & Walter M. Smith
- French Horn – 335 Selected Melodious Progressive & Technical Studies (Book 1), Max Pottage and Albert J. Andraud
- Trombone/Baritone BC & TC – Arban’s (Famous Method for Trombone), Charles L. Randall and Simone Mantia
- Tuba – 60 Selected Studies for BBb Tuba, C. Kopprasch
- Percussion – select one etude from each of the following method books:
 - Mallets – Modern School for Xylophone, Marimba, and Vibraphone, Morris Goldenberg
 - Snare Drum – Portraits in Rhythm, Anthony J. Cirone
 - Timpani – The Solo Timpanist, Vic Firth

Tape Three

The student will record their performance of a solo with accompaniment that is at least a Grade IV on tape or CD for their portfolio. The source of the solo can include, but is not limited to, the FBA Solo and Ensemble Music List. Smart Music and Vivace accompaniments may be used. If there is any question concerning the appropriateness of the literature selected, the Master Musician adjudication committee will contact the director. **Please include a copy of the sheet music of the selected solo.**

*The student must also select **two** items off the option page.

**Master Musician Program
High School Band
Application/Checklist
Please type or print clearly.**

Student Name: _____ School: _____

Home Address: _____ City _____ Zip: _____

Phone: _____ Instrument: _____ Grade: _____

Portfolio Checklist – Refer to Performance Requirement Pages for more detail.

_____ **Resume and supporting documentation** (must include: ensembles in and out of school, literature covered, honor groups, private lessons, method books, theory books, service through music, music club membership, director recommendation, copies of etude and performance pieces, and any other pertinent information that demonstrates stellar musicianship. Documentation should include, but is not limited to: Concert programs, certificates, awards, judge's sheets, and letters of scholarship or acceptance. In addition to content, the portfolio will be evaluated on organization and neatness.

_____ **Tape One**

1. Major Scales with arpeggios-tongued ascending, slurred descending, two octaves where possible. **Follow the All State Audition Requirements.**
2. Intervals in thirds for all major scales, one octave for each.
3. Chromatic scale-tongued ascending, slurred descending, minimum two octaves.
*Percussion students would perform these on a mallet instrument.
*Percussionist must include the 26 standard rudiments from the N.A.R.D. list on snare drum.

_____ **Tape Two** (Please announce performance)

1. The student will record their performance of two etudes of contrasting styles.

_____ **Tape Three** (Please announce performance)

1. The student will record their performance of a solo with accompaniment that is at least an FBA Grade IV.

_____ Selection of **two** items from the option page.

_____ MMAT (Master Musicianship Achievement Test)
The student must pass with a 85% or higher.

Director's Signature _____

Date _____

High School Chorus Performance Requirements

Tape One

The student will record their performance of two solo selections with accompaniment, one in English and the other in a foreign language on tape or CD for their portfolio. The source of the solos can include, but is not limited to, the FVA Music List or Smart Music repertoire. Please include a copy of the sheet music of the selected solos.

Tape Two

The student will record their performance of one ensemble collection with or without accompaniment. This must be at least a 4 or 3-voice part piece on tape or CD for their portfolio. The source of the ensemble can include, but is not limited to, the FVA Music List and Smart Music repertoire. Please include a copy of the sheet music of the selected ensemble.

Tape Three

The student will record their performance of Vocal exercises that includes the student's full range, all vowel sounds and step-wise motion as well as arpeggios. If there is any question concerning the appropriateness of the literature selected the Master Musician adjudication committee will contact the director.

*The student must also select **two** items off the option page.

Master Musician Program
High School Chorus
Application/Checklist
All information is to be typed.

Student Name: _____ School: _____

Home Address: _____ City _____ Zip: _____

Phone: _____ Instrument: _____ Grade: _____

Portfolio Checklist – Refer to Performance Requirement Pages for more detail.

_____ **Resume and supporting documentation** (must include: ensembles in and out of school, literature covered, honor groups, private lessons, method books, theory books, service through music, music club membership, director recommendation, copies of etude and performance pieces, and any other pertinent information that demonstrates stellar musicianship. Documentation should include, but is not limited to: Concert programs, certificates, awards, judge's sheets, and letters of scholarship or acceptance. In addition to content the portfolio will be evaluated on organization and neatness.

_____ **Tape One** (please announce each solo)

1. The student will record their performance of two different solos with accompaniment, one in English and the other in a foreign language.

_____ **Tape Two** (Please announce performance)

1. The student will record their performance of one ensemble collection with or without accompaniment. This must be at least a 4 or 3-part piece ensemble.

_____ **Tape Three** (Please announce performance)

1. The student will record their performance of Vocal exercises that includes the student's full range, all vowel sounds and step-wise motion as well as arpeggios.

_____ Selection of **two** items from the option page.

_____ MMAT (Master Musicianship Achievement Test)
The student must pass with a 85% or higher.

Director's Signature _____

Date _____

High School Orchestra Performance Requirements

Tape One

The student will record their performance of the following exercise as they appear in the Hillsborough County High School Music Outcomes and Reference Manual on tape or CD for their portfolio.

1. Major Scales up to 4 sharps and 4 flats with arpeggios, using separate bows. The number of octaves required for each scale and instrument is as follows:

Violin: G, A, Ab, Bb-3octaves, all remaining scales 2 octaves

Viola & Cello: C, D, E, Eb –3 octaves, all remaining scales 2 octaves.

Bass: All scales must be two octaves, no displacement.

2. a, d, and e melodic minor scales with arpeggios, two octaves, using separate bows.

Tape Two

The student will record their performance of one complete etude from, but not limited to, the texts listed below on tape or CD for their portfolio. Please include a copy of the sheet music of the selected etudes.

- Violin – Kayser 36 Studies or Kreutzer 42 Studies for Violin.
- Viola – Kayser 36 Studies or Bruni 25 Studies for Viola.
- Cello – Alwin Schroeder 170 Foundations Studies for Violincello.
- Bass – Sturm 110 Studies for String Bass, Volume I.

Tape Three

The student will record their performance of a solo with accompaniment that is at least a Grade IV on tape or CD for their portfolio. The source of the solo can include, but is not limited to, the Suzuki Method Books. If there is any question concerning the appropriateness of the literature selected the Master Musician adjudication committee will contact the director. Please include a copy of the sheet music of the selected solo.

*The student must also select **two** items off the option page.

Master Musician Program
High School Orchestra
Application/Checklist
All information is to be typed.

Student Name: _____ School: _____

Home Address: _____ City _____ Zip: _____

Phone: _____ Instrument: _____ Grade: _____

Portfolio Checklist – Refer to Performance Requirement Pages for more detail.

_____ **Resume and supporting documentation** (must include: ensembles in and out of school, literature covered, honor groups, private lessons, method books, theory books, service through music, music club membership, director recommendation, copies of etude and performance pieces, and any other pertinent information that demonstrates stellar musicianship. Documentation should include, but is not limited to: Concert programs, certificates, awards, judge's sheets, and letters of scholarship or acceptance. In addition to content the portfolio will be evaluated on organization and neatness.

_____ **Tape One** (please announce each scale)

1. Major Scales with arpeggios, octaves as listed for each instrument, using separate bows.
2. a, d, and e melodic minor scales with arpeggios, two octaves, using separate bows.

_____ **Tape Two** (Please announce performance)

1. The student will record their performance of one complete etude.

_____ **Tape Three** (Please announce performance)

1. The student will record their performance of a solo with accompaniment that is at least a Grade IV.

_____ Selection of **two** items from the option page.

_____ MMAT (Master Musicianship Achievement Test)
The student must pass with a 85% or higher.

Director's Signature _____

Date _____

High School Harp Performance Requirements

Tape One

The student will record their performance of the following exercises.

1. 4 octave arpeggios Major Keys
2. 4 octave rolled chords in root, first and 2nd inversions C, G, D, A, E, F, Bb, Ab, and Db. Three notes in each hand.

Tape Two

The student will record their performance of two progressive Studies from Forty Progressive Studies, Bochs-Oberthuer Universal Method for the Harp on tape or CD for their portfolio. Please include a copy of the Progressive Study.

Tape Three

The student will record their performance of two solos of contrasting styles or tape or CD for their portfolio. The source of the solo can include, but is not limited to, German Baroque Sampler arranged for harp by Daniel Burton. The Four Seasons by Antonio Vivaldi arranged for harp by Daniel Burton, Trois petites by Alphonse Hasselmans, Six Pieces Breves for Harp by H. Renie. Please include a copy of the selected solo.

*The student must also select **two** items off the option page.

Master Musician Program
High School Harp
Application/Checklist
All information is to be typed.

Student Name: _____ School: _____

Home Address: _____ City _____ Zip: _____

Phone: _____ Instrument: _____ Grade: _____

Portfolio Checklist – Refer to Performance Requirement Pages for more detail.

_____ **Resume and supporting documentation** (must include: ensembles in and out of school, literature covered, honor groups, private lessons, method books, theory books, service through music, music club membership, director recommendation, copies of etude and performance pieces, and any other pertinent information that demonstrates stellar musicianship. Documentation should include, but is not limited to: Concert programs, certificates, awards, judge's sheets, and letters of scholarship or acceptance. In addition to content the portfolio will be evaluated on organization and neatness.

_____ **Tape One** (please announce each scale)

- > 4 octave arpeggios All major scales
- > 4 octave rolled chords in root, first and 2nd inversions, C, G, D, A, E, F, Bb, Ab, Db. Chord in each hand.

_____ **Tape Two** (Please announce performance)

- > Two solos of Contrasting styles

_____ **Tape Three** (Please announce performance)

- * Improvisation tape
- * Original composition
- * Musical critique for a live performance using musical terms
- * Exhibition use of music technology through composition or performance

_____ **MMAT (Master Musicianship Achievement Test)**

The student must pass with a 85% or higher.

Director's Signature _____

Date _____

Master Musician Option Page

In addition to the performance portion of the master musicianship portfolio, the student will need to select TWO of the items below to complete their portfolio.

Original Composition. If the student selects this, the student would be evaluated on his/her ability to compose a piece of music that is constructed within basic theory guidelines.

Music Technology. The student will exhibit the use of music technology through composition, performance, or arrangement. If the student selects this, he/she would be evaluated on his/her use of technology and on the content of the performance and/or composition.

Ensemble Performance. A taped ensemble-performance such as, but not limited to, a duet, trio, quartet or larger for instrumentalists and quartets or larger for the vocalists. Selection of the literature should be a selection from FVA, FBA, FOA music lists of at least a grade IV or higher. If there is any question concerning the appropriateness of the literature selected the Master Musician adjudication committee will contact the director.

Student Conducting. The student will make a videotape of the student conducting an ensemble performance of eight or more players. If the student selects this, he/she would be evaluated on the use of proper conducting skills such as and not limited to: cuing, dynamics, conducting pattern, musicality of conducting style, facial expressions, control of the ensemble, etc. If there is any question concerning the appropriateness of the literature selected the Master Musician adjudication committee will contact the director.

Solo/Ensemble Performance for Charitable Organization or Community Event. If the student selects this item, he/she would need to submit a videotape of the performance. The purpose of this item is not only for performance reasons, but also for the demonstration of community outreach initiated by the student. The student may not use a school function for this item.

Concert Critique. (See concert critique form for more information) The student will turn in two programs and concert critique about the performance using appropriate musical terms. The concert that the student attends must be at a high school level or above. The student may NOT use any concerts from their own school for this item.

Concert Critique

Prompted Writing Form

Being able to distinguish between great and mediocre performances requires critical listening skills and practice. The more we know about music the better we will be able to distinguish between great and mediocre. There are several areas that you can use to critique a musical performance or concert.

The submission should include a copy of the program and the type of ensemble performing. IN addition, you may use the prompted questions below to assist you in critiquing the quality of the performance and personal opinion statements on the performance.

Take notes on the concert on this sheet. From your notes, write a one page essay describing the concert.

Expressiveness — Does the performance cause you to react emotionally to what you hear? How does the performer/conductor use phrasing, interpretation or style to create an aesthetic response?

Timbre — What is the instrumentation/voicing used in the performance? Do the sounds that you hear blend to make the performance pleasing to the ear?

Technique — The notes that YOU hear are accurate. Do you agree with the conductor's interpretation of the music including the tempos and dynamics used? Why? Why not?

Presentation — Was the music that you heard appropriate for the venue of the concert? How would you describe the overall concert?

Impact — How does this performance compare to other concerts that you have attended? Did the performance meet your expectations? How did the audience respond to the performance?