

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY

HIGH school master musician



Philosophy

The Master Musician program is designed to encourage talented music students to continue their progress beyond the classroom setting. This program gives students an opportunity to receive district level recognition, achieve their highest musical potential and develop a professional portfolio which can be used as an indicator of achievement for college auditions, admissions, and scholarships.

Guiding Your Students through the Process

This director's guide is designed to give your detailed information to assist your students in completing the Master Musician Program. Please follow the guidelines and procedures carefully to insure your student's success. Each item on the application/checklist page must be completed correctly in order for the applicant to be considered for the distinction of Master Musician. The following pages prove more detail. Please use the check lists provided and strive to encourage your students to submit portfolios that are professional in appearance and in content. At this time, plans are to include PDF files on line of this director's guide for your reference.

The Portfolio

The portfolio is the complete documentation of the student's musical and academic success. Contents should include, but not limited to, a resume that includes the information on the application/checklist sheet, performance CD's with copies of all music being performed, concert programs of student's performances, music awards and honors, list of method books studied, and any appropriate inserts that showcase the student's achievements.

The MMAT

The Master Musician Test will only be offered at specific dates throughout the a school year. Dates for the test will be announced at the beginning of each school year. All Master Musician candidates must achieve an overall score of 85% or higher. In order to be eligible to take the MMAT, students will need to submit their complete portfolio first. A complete portfolio will be your student's invitation to take the MMAT. Please note that complete portfolios may need student revisions after being submitted to the Master Musician Review Committee.

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 camp and are only offered the first year a student becomes a Master Musician. Students must request a scholarship by presenting their director with an application for a chosen summer camp. Money will be awarded on a first come, first served basis. Directors will be informed of scholarship application deadlines from the Supervisor of Secondary Music.

All County Participation

8th Grade Students who complete the MM program before the All-County audition deadline will participate in All County their 8th and 9th grade years. 8th graders who complete their MM program after the All County deadline will participate in All County their 9th grade year only. All MM students must complete an All County audition CD each year for seating.

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 complete an All County audition CD each year for seating.

Master Musician Evaluation Committee

Middle school portfolios will be evaluated by a committee of two Middle School directors per subject, i.e. band, orchestra, chorus, harp, and piano. Each portfolio must be approved by both directors. If there is a difference of opinion, the District Master Musician Committee Chairperson will make the final determination.

High school portfolios will be evaluated in the same fashion as the Middle schools. Two directors per subject will evaluate the portfolio and if there is a difference of opinion the District Master Musician Chairperson will make the final determination.

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

Student Expectations

Master Musicians should be a model in musicianship and citizenship that all students would desire to emulate. They must be exemplary in behavior in the class room and in performance. Their leadership skills should be evident for all to see. The school music director must recommend the student for Master Musician based on these traits and the skills exhibited on the Master Musician Test and in the Master Musician Portfolio.

High School Band

Performance Requirements

CD 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 CD for their portfolio.

1. Major Scales will arpeggios-tongued ascending, slurred descending, two octaves where possible.
2. Intervals in thirds for all major scales, one octave for each.
3. Chromatic scale-tongued ascending, slurred descending, 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.

CD Two

The student will record their performance of two etudes of contrasting styles from, but not limited to, the texts listed below on 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

CD Three

The student will record their performance of a solo with accompaniment that is at least a Grade IV on CD for their portfolio. The source of the solo can include, but is not limited to, the FBA Solo and Ensemble Music List and Vivace repertoire. 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
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** (to 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, etc.)

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

1. Major Scales with arpeggios-tongued ascending, slurred descending, two octaves where possible.
2. Intervals in thirds for all major scales, one octave for each.
3. Chromatic scale-tongued ascending, slurred descending, 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.

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

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

_____ **CD 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.

Student's Signature _____ Date _____

Director's Signature _____ Date _____

High School Chorus Performance Requirements

CD One

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

CD Two

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

CD 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** (to 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, etc.)

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

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

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

1. The student will record their performance of one ensemble collection with or without accompaniment, at least SATB or any other 4 or 3-part piece.

_____ **CD 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.

Student's Signature _____

Date _____

Director's Signature _____

Date _____

High School Orchestra Performance Requirements

CD 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 CD for their portfolio.

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

CD Two

The student will record their performance of one complete etude from, but not limited to, the texts listed below on 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.

CD Three

The student will record their performance of a solo with accompaniment that is at least a Grade IV on 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** (to 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, etc.)

_____ **CD One** (please announce each scale)
1. Major Scales with arpeggios, two octaves, using separate bows.
2. a, d, and e melodic minor scales with arpeggios, two octaves, using separate bows.

_____ **CD Two** (Please announce performance)
1. The student will record their performance of one complete etude.

_____ **CD 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.

Student's Signature _____ Date _____

Director's Signature _____ Date _____

High School Harp Performance Requirements

CD 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.

CD Two

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

CD Three

The student will record their performance of two solos of contrasting styles 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.

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** (to 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, etc.)

_____ **CD 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.

_____ **CD Two** (Please announce performance)
> Two solos of Contrasting styles

_____ **CD Three** (Please announce performance)
* Improvisation tape or CD
* Original composition
* Musical critique for a live performance using musical terms
* Exhibition use of music technology through composition or performance

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

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

Student's Signature _____ Date _____

Director's Signature _____ Date _____

High School Guitar Performance Requirements

CD One

The student will record their performance of the following exercises as they appear in the Royal Conservatory of Music Guitar Series Scales and Arpeggios Album (Frederick Harris Music) on CD for their portfolio.

1. Major Scales, two octaves, using i-m rest stroke, plus I-IV-V-I cadences in the following keys: C, D, B, and E-flat.
2. Major Scales, three octaves, using i-m rest stroke, plus I-IV-V-I cadences in the following keys: G, A, E, F, and B-flat.
3. Melodic minor scales two octaves, using i-m rest stroke, plus I-IV-V-I cadences in the following keys: b, c-sharp, d and c.
4. Melodic minor scales three octaves, using i-m rest stroke, plus I-IV-V-I cadences in the following keys: a, e, and g.

CD Two

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

- Carcassi – 25 Studies, Op. 60.
- Sor – 20 Studies for Guitar, Segovia edition.
- Villa-Lobos – 12 Etudes for Guitar.

CD Three

The student will record their performance of a solo that is at least a Level IV (from the Royal Conservatory of Music Guitar Album IV – Frederick Harris Music) on CD for their portfolio. The source of the solo can include, but is not limited to, the Royal Conservatory Guitar Series. 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 Guitar
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** (to 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, etc.)

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

1. Major Scales, two octaves, using i-m rest stroke, plus I-IV-V-I cadences in the following keys: C, D, B, and E-flat.
2. Major Scales, three octaves, using i-m rest stroke, plus I-IV-V-I cadences in the following keys: G, A, E, F, and B-flat.
3. Melodic minor scales two octaves, using i-m rest stroke, plus I-IV-V-I cadences in the following keys: b, c-sharp, d and c.
4. Melodic minor scales three octaves, using i-m rest stroke, plus I-IV-V-I cadences in the following keys: a, e, and g.

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

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

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

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

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

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

The student must pass with a 85% or higher.

Student's Signature _____ Date _____

Director's Signature _____ Date _____

High School Piano Performance Requirements

CD One (Please announce performance)

The student will record their performance of the following exercises.

1. 8 Major, Harmonic Minor, and Parallel Minor Keys (G, D, A, E, F, Bb, Eb, Ab).
Scales need to be in 16th notes, hands together, 4 octaves with cadences as in Hanon, quarter note = 72 (MM).
2. The 8 major and minor arpeggios in triplets, hands together, 3 octaves quarter note = 72 (MM).

CD Two (Please announce performance)

The student will record one solo (Grade 5 or higher). The source of the solo can include, but is not limited to, Burgmueller, Chopin, Czerny, Heller, LeCoupey, Scriabin, Royal Conservatory of Toronto Piano Studies, or comparable approved study. (Consult with teacher prior to making CD).

CD Three (Please announce performance)

The student will record their performance of two solos of contrasting styles on CD for their portfolio. (Ask your director for appropriate materials.)

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

Master Musician Program
High School Piano
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** (to 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, etc.)

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

➤ The following Major scales (G, D, A, E, F, Bb, Eb, Ab)

➤ The following harmonic and parallel minor scales (G, D, A, E, F, Bb, Eb, Ab)

➤ Scales should be in 16th notes, hands together, 4 octaves with cadences as in Hanon, quarter note = 72 (MM)

➤ All major and minor arpeggios in triplets, hands together, 3 octaves quarter note = 72 (MM)

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

> One solo selection from a composer such as: Burgmueller, Chopin, Czerny, Heller, LeCoupey, Scriabin, Royal Conservatory of Toronto Piano Studies. Solos need to be a Grade 5 or higher, or comparable approved study.

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

➤ Three contrasting etudes or technical study from the standard piano literature.

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

_____ MMAT (Master Musicianship Achievement Test)

The student must pass with a 85% or higher.

Student's Signature _____

Date _____

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 and ensemble 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.

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.

Music Performance Evaluation. The student will turn in three completed evaluation forms of three other performing ensembles that the student has heard. These ensembles must be from another school. Use the MPA forms from FBA, FVA, or FOA. To obtain these forms, see your director at your school.

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 reason, but also for the demonstration of community outreach initiated by the student. The student may not use a school function for this item.

Improvisation. The student will be evaluated on his/her ability to improvise to an accompaniment within the chord structure.

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 easily 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, interpreting 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 performance compare to other concerts that you have attended? Did the performance meet your expectations? How did the audience respond to the performance?

Study Guide for the High School Master Musician Achievement Test

The Master Musician High School Achievement Test is a comprehensive evaluation of music theory concepts that all music students will have learned before exiting Grade 12. The exam consists of 100 questions from the Alfred's Essentials of Music Theory Books 1 – 3.

In addition to the concepts and terminology listed for the Middle School Exam, High School students must be able to:

- Identify values of notes and rests.
- Be able to write in the counts under a given musical example.
- Letter names of lines and spaces of treble, bass, and alto clefs. Must be able to identify notes as well.
- Interpret time signature: find mistakes in written music; fill in missing notes within a measure.
- Know all enharmonic spellings of notes.
- Define solfege and know the syllables.
- Define transposition.
- Discriminate between half steps and whole steps.
- Be able to identify all major and minor key signatures.
- Identify and construct a tetrachord.
- Be able to identify and construct Perfect, Major, Minor, Augmented, and Diminished intervals.
- Define and identify Diatonic and Chromatic intervals.
- Be able to identify and construct Major, Minor, Augmented, and Diminished triads.
- Be able to identify and construct all types of seventh chords.
- List and identify the inversions of triads and seventh chords.
- Identify the proper names of each scale degree.
- Identify the difference between relative and parallel minor keys.
- Identify modes.