

<b>Honors (Proficient) Visual Art</b>	<b>Honors (Proficient) Music–Band</b>
<p><b>Proficient (Grade 9, 10, 11 or 12)</b></p> <p>Overview: This is an upper level visual art course for students who have shown achievement at the art intermediate level. Students enrolling should exhibit model behavior of art student expectations as listed previously. Students enrolling should be serious about their studies of the visual arts and want to improve their abilities to further their studies of the visual art.</p> <ul style="list-style-type: none"> <li>● Admission Requirement: A portfolio of work will need to be submitted to the respective art teacher at the student’s school for approval to enroll. The portfolio will need to consist of five works of art that exhibit the best of the students’ abilities. <u>Upon teacher approval</u> student will be able to enroll in course. If the teacher has not taught the student, a <u>district developed rubric</u> will be used to evaluate artwork submitted for consideration.</li> <li>● Criteria Used: Specific media, outlines, and concepts will be determined by the individual teachers at the individual schools aligned with the evidences indicated for each anchor standard.</li> </ul> <p>Common Goals: Elements of art and principles of design, Art history, Portrait, Figure drawing, Still life, Landscape, Scaling, and Contemporary Art</p> <ul style="list-style-type: none"> <li>● Students will discuss, relate, critique, and replicate the work of a contemporary artist. Exemplars may include a critique form, written response (paper), and/or a work of art.</li> <li>● Students will complete an ongoing practicum in the application of art. Exemplars may include a sketchbook, journal, or an altered book.</li> <li>● Students will submit a portfolio of artwork by the end of the semester that includes six works in different mediums.</li> <li>● Students will complete an in depth study of one of the five P.CX.1 clarifying objectives involved in the contextual relevancy of art. The focus of the study will be how art relates to the specific context and makes connections.</li> <li>● Students will discover and articulate a problem of practice for an artist in today’s society. Students will then create a solution for the problem that centers on collaboration.</li> <li>● Students will complete multiple critiques demonstrating an awareness of personal aesthetic response and reflective inquiry. Critique exemplars may include gallery walks, rubrics, or personal interviews.</li> </ul> <p><b>Visual Art (Proficient) P.CX.1 Clarifying Objectives</b></p> <ol style="list-style-type: none"> <li>1. P.CX.1.1: Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context.</li> <li>2. P.CX.1.2: Understand how personal perspective is influenced by temporal context.</li> <li>3. P.CX.1.3: Exemplify contemporary arts and artists.</li> <li>4. P.CX.1.4: Understand how personal aesthetic responses to art are influenced by culture.</li> <li>5. P.CX.1.5: Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.</li> </ol>	<p><b>Proficient (Grade 9, 10, 11 or 12)</b></p> <p>Overview: This is an upper level honors music course for students who have shown achievement in music. Students enrolling should be serious about their study of music and want to improve and enhance their music literacy, performance, and creation skills. Students enrolled in the course will:</p> <ul style="list-style-type: none"> <li>● Complete a successful audition for the <b>Davidson All-County Band</b> and at least <i>one</i> of the musical ensembles listed below. A successful audition requires that the student receive an overall score that is at least an average of all students evaluated. Because auditions reflect an independent evaluation of a student’s performing and music literacy ability, audition scores are to be included as a part of the student’s grade in the course. (Weighting, based on the raw score, is acceptable.) <ul style="list-style-type: none"> <li>▪ Northwest NC All-District Band</li> <li>▪ Western Region Orchestra</li> <li>▪ Western Region/All-State Jazz Band</li> <li>▪ North Carolina All-State Band</li> <li>▪ North Carolina Governor’s School</li> <li>▪ Solo and Ensemble Event (<i>Solo Only for Individual Evaluation</i>)</li> </ul> </li> <li>● Perform in a chamber ensemble of similar instrumentation (i.e. trumpet choir, percussion ensemble, woodwind quintet, etc.)</li> <li>● Understand elements of music theory (including notation, intervals, and triads) using an assessment as prescribed by your instructor. An exemplar of a useful online assessment tool may be found at <a href="http://www.musictheory.net">http://www.musictheory.net</a>.</li> <li>● Demonstrate for the instructor an awareness of musical improvisation and composition in a method to be determined by the instructor.</li> <li>● Complete an in depth study of a conductor and how the conductor’s gestures/teaching contribute to the expressiveness and accuracy of the performance. The focus of the study should be on how the musicians are responding to the conductor.</li> <li>● Utilize a North Carolina Bandmasters Music Performance Adjudication or Audition rubric to critique at least <i>one</i> of the two items below: <ol style="list-style-type: none"> <li>i. Select <i>two</i> performances of the <u>same</u> musical selection. The performances critiqued might be live, or pre-recorded examples (e.g. “YouTube”). Suggestions for improvement must be included as a part of the submission. Utilize correct musical terminology while describing what you hear during the live or recorded musical excerpt.</li> <li>ii. Perform an audition for another student who will utilize an All-District Band audition evaluation rubric to evaluate and critique your performance. You will in turn evaluate a student utilizing the All-District Band audition evaluation rubric and critique their performance. Both evaluations must be submitted to the instructor. Utilize correct musical terminology while describing what you hear.</li> </ol> </li> <li>● Discuss, relate, critique, and explore the connections of music from the *contextual relevancy clarifying objectives. At least two exemplars must be presented as evidence of student understanding. Exemplars may include a critique form/rubric, written reflection response (paper), a personal interview, and/or shared musical examples found by the student that connect or illustrate the clarifying objective.</li> </ul>

**Honors (Proficient) Music-Choir****Proficient (Grade 9, 10, 11 or 12)**

Overview: This is an upper level honors music course for students who have shown achievement in music. Students enrolling should be serious about their study of music and want to improve and enhance their music literacy, performance, and creation skills. Students enrolled in the course will:

- Complete a successful audition for any one of the musical ensembles listed below. A successful audition requires that the student receive an overall score that is at least an average of all students evaluated. Because auditions reflect an independent evaluation of a student's performing and music literacy ability, audition scores from a school based or regional audition are to be included as a part of the student's grade in the course. (Weighting, based on the raw score, is acceptable.)
  - North Carolina Honors Choir (Fall Semester)
  - North Carolina Governor's School (Spring Semester)
  - Mars Hill College Choral Festival (Fall Semester)
- Following a successful selection, participate in rehearsals and performances of any one of the following ensembles/singing organizations or an ensemble approved by the teacher:
  - Davidson All-County Chorus (Fall Semester)
  - Lexington Choral Society (Fall & Spring Semesters)
  - NC All-State Chorus (Spring Semester)
- Perform a solo or small ensemble selection for the NC Solo/Small Ensemble Music Performance Adjudication. (Spring Semester)
- Demonstrate for the instructor an awareness of musical improvisation and composition in a method to be determined by the instructor.
- Accompany a choral group on any instrument. Then, reflect on that experience in a written evaluation focusing on what you learned, what you previously thought and what you now think about the accompanying process.
- Understand elements of music theory (including notation, intervals, and triads) using an assessment as prescribed by your instructor. An exemplar of a useful online assessment tool may be found at <http://www.musictheory.net>.
- Complete an in depth study of a conductor and how the conductor's gestures/teaching contribute to the expressiveness and accuracy of the performance. The focus of the study should be on how the musicians are responding to the conductor.

**Choir (-cont.)**

- Utilize an approved Music Performance Adjudication or Audition rubric to critique at least *one* of the two items below:
  - i. Select *two* performances of the same musical selection. The performances critiqued might be live, or pre-recorded examples (e.g. "YouTube"). Suggestions for improvement must be included as a part of the submission. Utilize correct musical terminology while describing what you hear during the live or recorded musical excerpt.
  - ii. Perform an audition for another student who will utilize an approved evaluation rubric to evaluate and critique your performance. You will in turn evaluate a student utilizing the approved evaluation rubric and critique their performance. Both evaluations must be submitted to the instructor. Utilize correct musical terminology while describing what you hear.
- Discuss, relate, critique, and explore the connections of music from the \*contextual relevancy clarifying objectives. At least two exemplars must be presented as evidence of student understanding. Exemplars may include a critique form/rubric, written reflection response (paper), a personal interview, and/or shared musical examples found by the student that connect or illustrate the clarifying objective.

---

**Music (Proficient) - Band and Choir**  
**\*Contextual Relevancy Clarifying Objectives**

Understand global, interdisciplinary, and 21<sup>st</sup> century connections with music.

1. P.CR.1.1 Understand the role of music in United States history as a means of interpreting past eras within a historical context.
2. P.CR.1.2 Understand the relationship between music and concepts from other areas.
3. P.CR.1.3 Explain how advances in music technology influence traditional music careers and produce new opportunities.
4. P.CR.1.4 Explain the causes of potential health and wellness issues for musicians.
5. P.CR.1.5 Compare the roles of creators, performers, and others involved in the production and presentation of the various arts, in order to make informed decisions regarding participation and involvement in the arts.