



## SEAL OF ARTS EXCELLENCE - MUSIC

The following document covers the requirements for earning the Seal of Arts Excellence for music. The students' work will meet the core National Arts Standards of Creating, Performing/Presenting/Producing, Responding, and Connecting.

### Resume and Artist Statement

- 1. Resume** - Students will create an arts-based resume that should include but is not limited to:
  - a. Name and contact information
  - b. Educational arts experiences
  - c. Recognitions, accomplishments, and/or awards
  - d. Notable performances/presentations
  - e. Extracurricular arts activities
  - f. Community-based service and/or work experience in the arts.

| 1 - Developing   | 2 - Accomplished   | 3 - Advanced  |
|--|--|---|
| Some of the required elements of the resume are included. Writing may include grammatical errors or inappropriate mechanics for a formal resume. | All required elements of the resume are included with few errors in use of language. | All required elements of the resume are included with exceptional detail and information. No errors in use of language. |

- 2. Artist Statement** - Students will write an artist statement that introduces the panel to themselves and their artistic work. The statement should be no more than 500 words in a 12-point font and should address at minimum the following items:
  - a. How their experiences in the arts have shaped their life thus far and how it will continue to shape their lives.
  - b. Their philosophy of being an artist

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|--|--|--|
| The artist statement does not address both of the prompted questions or does not paint a complete picture of the artist. Response shows little thoughtfulness and connection to artform. | The artist statement addresses both questions and paints a largely complete picture of the artist, demonstrating thoughtfulness and connection to their artform. | The artist statement addresses both questions, creating a complete picture of the artist. The response is in-depth, thoughtful, and shows genuine connection to their artform. |

## Performance Videos and Responses

**1. Solo Performance Video** - Students will demonstrate skill in their primary instrument or voice through a video of their solo performing. The performance should exhibit their best work from their high school performance.

a. Requirements:

- i. The piece must have been written as a solo piece (rather than extracting a single line from an ensemble work).
- ii. The piece may be accompanied or unaccompanied. If performing a piece with accompaniment, live accompaniment rather than a recording is preferred. If you are unsure of where to procure an accompanist, please contact Mr. Olson.
- iii. The solo must be between two and five minutes long.
- iv. The criteria for adjudication:
  1. **Technique** - The sound produced is appropriate and uses proper tone quality and technical skills for their respective instrument/voice.
  2. **Accuracy (rhythm and pitch)** - Performer consistently plays accurate notes and rhythms with proper intonation and with consistent/correct tempo.
  3. **Musicality** - Performer displays an overall interpretation of the music through use of dynamics, phrasing, stage presence, and stylistic choices. In the case of vocal music, performance supports the meaning of the text.

b. Written Response - Students will write a two to three paragraph response that includes:

- i. Basic information about the piece (title, composer, historical background, and any notable information about the music).
- ii. A brief reflection on the student's connection to the piece and insight into their preparation process and artistic choices related to the work.

| 1 - Developing  | 2 - Accomplished  | 3 - Advanced  |
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| Some evidence of musicianship and performance ability is presented and/or the written response paints an incomplete picture of the student's process and background with the piece. | Sufficiently demonstrates excellent musicianship and performance ability with few inconsistencies. The written response largely discusses the student's preparation and artistic process. | Student demonstrates superior musicianship and performance ability in all areas. Written response paints a thorough picture of the student's connection to the piece and background on preparation/process. |

**2. Ensemble Performance Video** - Students will demonstrate their ability to contribute to a music ensemble. The group must involve at least two and no more than 16 performers (per KMEA Solo and Ensemble guidelines).

a. Requirements

- i. Performance length should be a minimum of two minutes.
- ii. The performance may be conducted or may be a non-conducted chamber work.

- iii. The criteria for adjudication (based on KMEA Solo and Ensemble rubric):
  - 1. Technique - Student produces appropriate tone quality through proper technique for their instrument/voice
  - 2. Accuracy (pitch and rhythm, tempo, attacks/releases)
  - 3. Blend and balance in the ensemble
  - 4. Intonation (both individual and ensemble)
  - 5. Interpretation (use of phrasing, dynamics, expression, and stage presence)
- iv. **Written Response** - Students will write a two to three paragraph response that includes:
  - 1. Basic information about the piece (title, composer, historical background, and any notable information about the music).
  - 2. A brief reflection on the student's connection to the piece and insight into the collaborative process, artistic choices, and any other information related to preparing the piece.

| 1 - Developing   | 2 - Accomplished  | 3 - Advanced  |
|--|---|---|
| Some evidence of musicianship and performance ability in an ensemble is presented. The written response paints an incomplete picture of the student's process and background with the piece, particularly lacking information on the collaborative aspect. | Sufficiently demonstrates excellent musicianship and performance ability in an ensemble with few inconsistencies. The written response largely discusses the student's preparation and artistic process and addresses the collaborative aspect of this component. | Student demonstrates superior musicianship and performance ability in an ensemble in all areas. Written response paints a thorough picture of the student's connection to the piece and background on preparation/process, especially collaborative elements. |

### **Evidence of Creativity and Community Connections**

Students will demonstrate their creativity as well as ability to work with artists and organizations in the broader community.

1. **Evidence of Creative Musicianship** - Students will showcase their originality by selecting and completing ONE of the following options. For all options, any work submitted that is found to be plagiarized will result in immediate disqualification:
  - a. Original Composition or Arrangement
    - i. Final product must be written in standard notation (or tab in the case of guitar)
    - ii. Must include either a MIDI-produced audio file or a live performance
  - b. Original Improvisation
    - i. The improvisation may be performed with a backing track, live ensemble, or unaccompanied, as appropriate.
    - ii. Improvised portion must be at least one minute long. The improvisation can be part of a longer work.
    - iii. Final product must be a video submission
  - c. Conducting Performance Video
    - i. Final product should be a video submission
    - ii. Conducted portion must be at least two minutes long

- iii. Product can be a live performance (such as part of a concert, marching band show, etc.) or a video specifically done for this project without a live audience.
  - d. Teaching Video
    - i. Student will upload a video teaching either an individual or a group. Examples include but are not limited to teaching a lesson on an instrument, leading warm-ups in an ensemble, or leading a sectional.
    - ii. The submitted video must be at least three minutes long.
2. **Written Response** - Students will provide a two to three paragraph response that provides background to their creative work, including process, collaborative elements if applicable, and any other artistic decisions.

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|---|--|---|
| Some evidence of creativity and musicianship is observed. The written response paints an incomplete picture of the student's process and background with the piece. | Sufficiently demonstrates excellent creativity and musicianship with their original work. The written response largely discusses the student's creative process and decision-making. | Student demonstrates superior creativity and musicianship with their original work. The written response paints a complete, insightful picture of the student's creative process and decision-making. |

3. **Participation in at least FOUR significant music experiences that are extracurricular or co-curricular.** EACH experience must include a written response/reflection as well as documentation/proof of involvement (photo or scan of certificate, signed letter from person in charge of event, performance program with name listed, etc.). Examples of activities include but are not limited to:
- a. Perform in an adjudicated ensemble. Examples include but are not limited to: KMEA All-State, KYACDA All-State Honor Choir, All District, Regional, or National Honors Ensemble
  - b. Be accepted to and participate in the Governor's School for the Arts (must be a music-related field such as vocal music, instrumental music, or music theater).
  - c. Participate in other summer intensive experiences such as Kentucky Musicians Abroad, KYACDA Summer Choral Conservatory, or other collegiate preparatory summer camps. Must provide documented evidence of your participation.
  - d. Participate in a school-sponsored extracurricular musical ensemble
  - e. Participate in the school musical (either in the cast or pit. Must be a performance-based contribution—not tech crew).
  - f. Participate in a community music ensemble such as (but not limited to) Central Kentucky Youth Orchestra, Central Kentucky Concert Band, Lexington Singers Children's Ensemble, Uniting Voices Lexington, Winchester Chorale, or the Kentuckians Chorus for at least one school year and perform at least once with the ensemble.
  - g. Participate in sustained private lessons (at least 30 minutes long) of at least two semesters with a minimum of 16 lessons total. Student's teacher must attest to participation with a written letter that details length and number of lessons.

- h. Participate in an adjudicated performance event such as (but not limited to) KMTA Piano Competition, National Association of Teachers of Singing, CKYO Concerto Competition, Schmidt Vocal Competition, UK Vocal Competition, etc.

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|---|--|---|
| Student shows some evidence of community/extracurricular involvement, but does not provide evidence for all four experiences or reflection paints an incomplete picture of their involvement. | Student shows evidence of at least four community/extracurricular musical experiences. Reflections demonstrate excellent insight into their involvement. | Student shows exceptional involvement in at least four community/extracurricular musical experiences. Reflections show outstanding and detailed insight into their involvement. |

### **Course Requirements**

Students wishing to earn the Seal of Arts Excellence in Music must complete four years in their respective area (instrumental or vocal).

- Band students (wind and percussion instruments) must complete four years in some combination of the following instrumental ensembles:
  - General Band
  - Symphonic Band
  - Jazz Band
  - Percussion Ensemble
- Orchestral string instruments must complete four years in String Orchestra.
- Vocal students must complete four years in some combination of the following vocal ensembles:
  - Women's Chorus
  - Men's Chorus
  - Cardinal Singers
- Students wishing to earn the Seal of Arts Excellence in guitar or piano may complete their course requirement by completing some combination of the following that totals four credits:
  - Four years in the Fine Arts Cohort program or:
  - Jazz Band
  - AP Music Theory
  - At least one year of guitar or piano respectively

### **Music Seal of Arts Excellence Checklist:**

- Resume
- Artist Statement
- Solo Performance Video (and Written Response)
- Ensemble Performance Video (and Written Response)
- Evidence of Creative Musicianship (and Written Response)
- Four community/extracurricular experiences (and Written Responses)
- Course Requirements

If you have additional questions, please contact Kris Olson (GRC High School Fine Arts Chair) at [kristofer.olson@clark.kyschools.us](mailto:kristofer.olson@clark.kyschools.us).