Tracy High School Academies

Performing Arts Academy Catalog:

Comprehensive Guide to THS Performing Arts Magnet Opportunities

PAM Catalogue Contents

(250807)

1. **Membership Requirements** *3-6*
    - **A. General Membership Requirements**
    - **B. Awards Requirements**
    - **C. Certificate/Diploma Requirements**
    - **D. Pathways Requirements**
2. **Awards** *7*
3. **Awards Application** *8*
4. **Certificate Portfolio** *9-12*
5. **Diploma Portfolio** *13-21*
6. **Make-up Assignment** *22*

PAM Membership

The Performing Arts Magnet (PAM) is an honorary academic program for all students who enroll in a performing arts course offered at Tracy High School (THS) and maintain the general membership requirements (as detailed below). For those who choose to participate fully, they will receive recognition for their ambitious commitments. This academy offers enriched curriculum under several unique pathways, preparing students for further study at post-secondary institutions and entry-level career options in the arts and entertainment industry. In addition to receiving specialized performing arts instruction, students benefit from frequent performance opportunities, individual performance coaching, ensemble performance experience, student leadership opportunities, special recognition awards for accomplishments, special recognition for membership, and most importantly, competitive pre-professional training within a committed pathway. Students who reside outside of THS's attendance zone may audition to attend THS PAM with an Inter- or Intra- District Transfer; they must always maintain enrollment & membership to remain a student of THS.

General Membership Requirements: At all times, all PAM members must…

1. be **currently enrolled** in PAM course(s) at THS & be **currently committed to rehearsing & performing** with a PAM ensemble/cast/course;
2. maintain satisfactory academic progress to **GRADUATE** on time from THS, including **min. 2.0 GPA overall** & **min. 3.0 GPA in PAM courses**;
3. maintain an exemplary behavior record; and
4. commit to at least one pathway's requirements. (***Switching pathways requires an application, audition, & acceptance with PAM committee.)***

Awards Requirements: If a PAM member chooses to earn and receive an award…

5. complete an **Awards Application**, signed by your pathway's advisor, returning it to the academies' secretary in D110 by **Friday, November 7, 2025**

6. attend these two PAM events every year:
   - **A.** **Recital/Performance** (**10/24/2025@5PM, THS**); Complete & return the **Recital Review(**s) of the performances to your PAM pathway's advisor.
   - **B.** **Achievement Ceremony** (**5/13/2026@6:00PM, *E.B Theatre***)

Certificate and/or Diploma, Pathway Requirements: If a PAM member chooses to earn our highest honor(s)…

Choir Pathway

Certificate Requirements

Complete the Certificate Research Project and any combination of three years of course credit, including: Concert Choir, Choral Company, and/or Madrigals.

Inter- & Intra-District Transfer Requirement

Four consecutive years of credit from Choirs at THS

Diploma Requirements

Total of five years of credits are required, including:

- Vocal Pathway Certificate Requirements
- At least one year of credit from either Choral Company or Madrigals
- One year of Piano credit is required, but a limit of one year of Piano credit may be applied.
- Senior Recital

Band Pathways (General, Concert, Jazz, or Marching)

Inter- & Intra-District Transfer Requirement
Four consecutive years of credit from your pathway's Band at THS

General Certificate Requirements
Complete the Certificate Research Project and three years of course credit, including one year from each: Concert/Symphonic Band, Jazz Band, and Marching Band.

General Diploma Requirements
Total of five years of credits from Concert/Symphonic Band, Jazz Band, and Marching Band are required, including:
- General Certificate Requirements
- Minimum of one year of credit from Symphonic Band
- Senior Recital
  - Limit of one year of elective credit*

Concert Certificate Requirement
Complete the Certificate Research Project & three years of credit from Concert/Symphonic Bands at THS with at least one year in Symphonic Band.

Concert Diploma Requirements
Total of five years of credits are required, including:
- Concert Certificate Requirements
- Minimum of four years of credit from Concert/Symphonic Bands at THS with at least two years in Symphonic Band
- Senior Recital
  - Limit of one year of elective credit*

Jazz Certificate Requirement
Complete the Certificate Research Project, at least two years of credit from Jazz Band at THS, and one year of elective credit* (3rd year of Jazz is recommended).

Jazz Diploma Requirements
Total of five years of credits are required, including:
- Jazz Certificate Requirements
- Minimum of three years of credit from Jazz Band at THS
- Senior Recital
  - Limit of two years of elective credit*

Marching Certificate Requirement
Complete the Certificate Research Project, at least two years of credit from Marching Band at THS, and one year of elective credit* (3rd year of Marching is recommended).

Marching Diploma Requirements
Total of five years of credits are required, including:
- Marching Certificate Requirements
- Minimum of three years of credit from Marching Band at THS
- Senior Recital

- Limit of two years of elective credit*

***Electives for all Band Concentrations:**

- THS Courses: Concert, Symphonic, Jazz, Marching, String Orchestra, or Piano;
- With prior approval, one year maximum may be transferred in from a reputable, outside organization: The Central Valley Youth Symphony (CVYS) or The Tracy Community Band for example.

Piano Pathway

Certificate Requirements

- Total of three years of credits from: Beginning Piano, Advanced Piano, Piano Accompanist (Choir), and/or Pianist – Jazz Band
- Only one credit limit of Beginning Piano may apply
- One credit may be earned by performing as the accompanist for the Theater Department's school musical
- Complete the Certificate Research Project

Inter- & Intra-District Transfer Requirements

- Total of four years of credits from: Beginning Piano, Advanced Piano, Piano Accompanist (Choir), and/or Pianist – Jazz Band
- One credit limit of Beginning Piano may apply.

Diploma Requirements

- Total of five years of credits are required, including:
  - Piano
  - Advanced Piano
  - Piano Accompanist – Choir
  - Pianist – Jazz Band
- Piano Concentration Certificate Requirements
- Only one credit limit of Beginning Piano may apply
- One credit may be earned by performing as the accompanist for the Theater Department's school musical
- Senior Recital

Theatre Pathways (Acting or Tech)

Inter- & Intra-District Transfer Requirements

- Four years of credit from Theatre courses at THS
- Four years of production participation at THS (min. one/year)

Acting Certificate Requirements

- Total of three years of credits are required from:
  - Beginning Drama (one year required)
  - Advanced Drama (one year required)
  - Technical Theatre (one year required)
- Three years of production participation at THS (min. one/year)
- Elective Course:
  - Choir (limit one, any class)
- Complete the Certificate Research Project

Acting Diploma Requirements

- Acting Concentration Certificate Requirements
- Choir (one year required)
- Total of five years of credits are required, including:
  - Beginning Drama (one year required)
  - Technical Theatre (one year required)
  - Advanced Drama (limit two years, one year required)
- Four years of production participation at THS (min. one/year)
- Senior Performance
- Elective Course:
  - Choir (limit one, any choir class)

Tech Certificate Requirements

- Total of three years of credits are required from:
  - Beginning Drama (one year required)
  - Technical Theatre (two years required)
- Three years of production participation at THS (min. one/year)
- Complete the Certificate Research Project

Tech Diploma Requirements

- Tech Concentration Certificate Requirements
- Total of five years of credits are required, including:
  - Beginning Drama (one year required)
  - Technical Theatre (three years required)
- Four years of production participation at THS
- Senior Project

String Orchestra Pathway

Certificate Requirement

Complete the Certificate Research Project and three years of credit from String Orchestra at THS.

Inter- & Intra-District Transfer Requirement

Four consecutive years of credit from String Orchestra at THS

Diploma Requirements

Total of five years of orchestra are required, including:

- Orchestra Certificate Requirements
- Senior Recital
- A limit of two years of credit may be elected from participation in The Central Valley Youth Symphony (Students at THS on a transfer, must still complete four years of participation at THS) **OR** a limit of one year of credit may be elected from any other musical course at THS.

PAM Awards

A. One Year = **PAM Membership Patch**

B. Two Years = **PAM Block "T"**

C. Three Years = **Pathway Pin**

D. 3 Yrs + Certificate Research Project = **Certificate Certificate**

E. SENIOR + 3 Yrs + Certificate Research Project = **Certificate Cord** (for graduation)

F. Four CONSECUTIVE Years (fresh., soph., junior, & senior) **= PAM Medallion** (for graduation)

G. Five Years + SENIOR Performance/Recital = **Diploma Certificate & Diploma Cord**

Awards application: DUE BY THE FIRST FRIDAY OF NOVEMBER

Nov 7, 2025

RETURN COMPLETED & SIGNED FORM TO THE ACADEMIES OFFICE, D110

PAM Awards Application

Name (*print clearly*)**:**

Student ID#: **Current Grade (9, 10, 11,** or **12):**

1. Review your own transcript, Pathway Requirements, and possibly past awards.

2. Indicate ONE Performing Arts Pathway:

(Choose only one! Awards for multiple pathways requires a separate application for each.)

- ○ Band (General/Combination)
- ○ Band (Concert Band Focus)
- ○ Band (Marching Focus)
- ○ Band (Jazz Focus)
- ○ String Orchestra
- ○ Choir
- ○ Piano
- ○ Theatre (Acting)
- ○ Theatre (Tech)

3. Request your AWARD(S): (CHECK ALL THAT APPLY within this one pathway)

- ○ **A. One Year = PAM Membership Patch**
- ○ **B. Two Years = PAM Block "T"**
- ○ **C. Three Years = Pathway Pin**
- ○ **D. 3 Yrs + Certificate Research Project = Certificate Certificate**
- ○ **E. Graduate + 3 Yrs + Certificate Research Project = Certificate Cord**
- ○ **F. 4 CONSECUTIVE Yrs** (fresh./soph./jun./senior) **= PAM Medallion**
- ○ **G. Graduate + 5 Years + SENIOR Recital = Diploma Certificate & Cord**

Advisor's Signature: **Date:**

***DUE BY THE FIRST FRIDAY OF NOVEMBER, Nov. 7, 2025* - RETURN THIS COMPLETED APPLICATION TO THE ACADEMIES OFFICE, D110**

TRACY HIGH SCHOOL PERFORMING ARTS MAGNET

CERTIFICATE PORTFOLIO

COLLEGE ENTRANCE REQUIREMENTS:

RESEARCH PROJECT

Tracy High School Performing Arts Magnet

Certificate Portfolio: Objectives, Requirements, & Contract

The Certificate Portfolio is a required research project for all PAM Certificate candidates. Certificate candidates have until November of their Junior year to apply; Diploma candidates have until November of their Sophomore year to apply; it is recommended for all potential candidates to start as soon as possible. The portfolio requires the certificate candidate to research and develop a viable performance plan regarding the content, knowledge, and skills that are required to successfully audition into a competitive collegiate performing arts program or perhaps a professional opportunity in their performing arts career. Potential PAM Diploma candidates will find this portfolio purposefully essential for their Senior Recital/Performance.

Administrative requirements from preparation, to research, and to completion are outlined below. **Candidates must receive a satisfactory evaluation on every requirement by the respective deadline to receive The Performing Arts Magnet Certificate.** All Certificate certificates will be distributed at the awards ceremony; the Certificate graduation cord will be distributed at the awards ceremony of the Certificate candidate's graduating year.

1) Carefully study the administrative requirements and schedule for completing this Certificate requirement. Carefully consider the necessary effort, time, and commitment to complete the research, planning, preparation, and performance. Indicate your understanding and agreement by returning the signed contract,
DUE BY THE FIRST FRIDAY OF NOVEMBER - Friday, November 7, 2025.

2) Portfolio Requirement: The portfolio is a comprehensive record of appropriate, competitive, and required materials and preparation for a performance college's entrance audition. The completed portfolio is due by the recital day: THE **FIRST FRIDAY OF NOVEMBER - Friday, November 6, 2026**. The portfolio will be a three-ring binder containing the following components:

- Copy of this signed Certificate Portfolio contract. (Original is given to your advisor.)
- This Certificate Portfolio Syllabus
- Research Journal: Find and list 4-6 potential performance schools' audition requirements.
- Research Journal: List all potential audition material required/accepted from these schools.
- Research Journal: From the list of accepted works, select and obtain at least three Performance Selections (music scores, scripts, staging, set designs, photos, etc.) that you AND YOUR ADVISOR believe are realistically achievable for your performance ability. Your advisor must approve your selections.
- Research Journal: Write an essay reviewing the technical and stylistic elements of your three approved selections. Check with your advisor for all pathway specific criteria.
- Research Journal: List and compare multiple recordings of each performance selection.
- Research Journal: Evidence of contacting a performance college's professor for audition and preparatory advice.
- Professional Resume (1 page max, Head Shot recommended)
- Research Bibliography

By signing below, I affirm that I understand and agree to the Certificate Portfolio requirements. Furthermore, by signing below I also affirm that I understand and agree that failure to meet any requirement by its respective deadline will disqualify me as a certificate candidate from earning The Performing Arts Magnet Certificate.

Candidate Name (print): **Pathway:**

Student Signature: **Date:**

Parent/Guardian Signature: **Date:**

PAM Advisor Signature: **Date:**

Return Competed Form to D110

Certificate Portfolio: Research Descriptions

The completed Portfolio is due on the same date as PAM Diploma Recitals. The Portfolio will include:

1. Contract (2 copies: 1 for the Portfolio & 1 for your advisor)
2. Research Journal (Colleges, Audition Lists/Comparisons, Recording Lists/Comparisons, Historical Context)
3. A copy of the Performance Selections and Artifacts (music scores, scripts, staging, set designs, photos, etc.)
4. College Professor Contact (including a copy of the professional letter of request)
5. Professional Resume (1 page max, Head Shot recommended for all, but required for theatre)
6. Reflective Essay
7. Research Bibliography

Research Journal

- Review all Certificate Requirements and due dates; discuss this with your parent(s)/guardian(s).
- Sign, Copy, and Return the original contact.
- Through your high school Counseling Center, teachers, family, community, or internet, identify four to six potential post-secondary institutions at which you would consider studying performance. Include this search and its results in your prose.
- Identify and list the entrance and audition requirements of these four to six colleges/institutions. Listing the school and the required works, comparing and contrasting works for consideration.
- (Music only) Compare multiple recordings of each potential selection. List these recordings (minimum 15-20 different selections).
- Choose three accepted performance selections that you feel are a good representation of your performance capacity. Consult your advisor for final approval of these selections.
- Obtain a physical copy of these three approved selections for your review, trial, and practice.
- Once you have chosen your performance selections, you will identify briefly in writing the validity, collegiate source, and historical significance of each selection. List your resources.
- Document and compare at least two different recordings for every final performance selection.
- Present all final and comprehensive research materials and selection comparisons in essay form (minimum 500 words).
- Include a source Bibliography
- Make at least one contact with a college's performance professor, POLITELY AND PROFESSIONALLY asking for their preparatory advice. Document this interaction/communication and their advice. Consider using the provided prompt (next page). Note: Diploma Candidates need a professor's performance approval before they can perform and complete their Senior Recital/Performance; not only may you benefit from this professor's advice, but you need to rely on them one day for your PAM Diploma too.
- Create a Resume. On one page only, list your most striking performance, academic, professional, and personal achievements. Theatre candidates include a head shot photo as well.
- *COMMUNICATION ADVICE: Prepare many strategic questions for your professor before your initiate your communication. If you imagine that you may one day pursue a PAM Diploma by completing a Senior Recital, consider asking the professor if they'd consider evaluating your progress at that time.*
- *PERFORMANCE ADVICE: Some major auditions happen as early as the fall of your senior year. Some competitive performance selections need many months (even years) of dedicated practice, preparation, training, and guidance; so, do not delay your preparation, while your competition is taking advantage of their time!*
- *PLANNING ADVICE: Contact any (possible) accompanists or collaborative performers early. [Do not underestimate the general population's ability to be fickle. Do not underestimate the high level of difficulty that often arises in coordinating other people for your audition. Do not underestimate the added performance preparations that are needed when multiple people are collaborating.] Music, it is the student's responsibility to hire and coordinate their own piano accompaniment.*
- *ESSAY ADVICE: The only background you will give us is why you selected the pieces you did, where you found them, and a very brief history about the composer/author and the performance significance of the work itself. For example, an academic description should not say "I like this piece because…"; instead, it must be something to the effect of, "…this is a piece in the standard repertoire for [performance type], and is a standard audition piece for [college program]." Personal history, off-topic-personal-interests, and editorials are not allowed.*

Certificate Portfolio: Request a College Professor's Guidance

In a professional manner, all Certificate candidates will contact a collegiate level performance professor for audition and preparation guidance. It is highly suggested that candidates use a format that is similar to this prompt (below). Include a copy of the communication in your final portfolio.

[Your Last Name], [Your First Name]
[Street Address]
[City, ST ZIP Code]
[phone number]
[email]

[Date]

[Professor's Name]
[Title]
[College/University Name]
[Street Address]
[City, ST ZIP Code]

Dear [Recipient Professor's Name]:

In your own words, start by stating that you are an ambitious student at Tracy High School and a proud and dedicated member of our unique Performing Arts Magnet. Then, state your business, requesting their professional advice of your senior recital performance and their advice on the level of your post-secondary preparations.

In a new paragraph, describe how you are working hard to prepare for performance study after high school and to complete requirements for one of the highest awards from our academy, the Performing Arts Magnet Certificate. Describe how this accomplishment is intended to represent your preparations for further performance study in college and/or your professional future. If you one day intend to complete the Diploma, then also describe how your final step will be to perform and pass that future senior recital, a twenty to thirty minute presentation of college audition material and a short introductory speech. Then describe how it will be a requirement that your recital is reviewed by a college professor in your performance pathway prior to the final, public performance. Here is your opportunity to respectfully request their time.

With respect, professionalism, and energetic curiosity, ask them for their guidance and advice. "What are the most important preparations that I, as a high school student, could do to become a competitive candidate for acceptance into your performance program?" In advance you should have prepared many critical and strategic questions. Great topics to discuss should at least include their competitive expectations on academic requirements, program dedication, prior training, scholarship opportunities, majors offered at their institution, professional placement of graduates, and above all their AUDITION REQUIREMENTS. You may not get to ask them everything, but you should be respectfully and opportunistically prepared, so that you don't find yourself searching for words or purpose, wasting their time and your (& our) reputation(s).

In a final paragraph, this your chance to summarize the request for a valuable professional connection with someone who may have 'keys-of-opportunity' to your future! Be respectful and grateful in your request. Be professionally flattering, describing your respect and admiration for the professor's position and their institution; show an interest in applying and auditioning to attend their program. Mention that out of respect for their time and profession, you and your parents are interested in a conversation about their schedule and rates (yes, that's right, they might charge you for their time like in a private lesson).

Again, thank them for their time and consideration.

Sincerely,

[Your Signature]

[Your Last Name], [Your First Name]
[Title: Student, Tracy High School Performing Arts Magnet Certificate Candidate]

Sincerely,

[Your Parent's Signature]

[Your Parent's Last Name], [Your Parent's First Name]
[Title: Candidate's Parent]

TRACY HIGH SCHOOL

PERFORMING ARTS MAGNET

DIPLOMA: SENIOR RECITAL

Performance & Portfolio

Tracy High School Performing Arts Magnet

Senior Recital Portfolio: Objectives, Requirements, & Contract

The Senior Recital performance is a required activity for all diploma candidates. Diploma candidates have until November of their Junior year to apply, but only after completing the Certificate requirements; it is recommended for all potential candidates to start as soon as possible. The recital requires the candidate to research, develop, demonstrate, and perform the knowledge and performance skills that are required to successfully audition into a competitive collegiate performing arts program or to audition for professional opportunities in their performing arts career.

The Senior Recital is a performance experience utilizing the materials gathered, researched, and approved in the Certificate Portfolio. It will focus on an individual's performance abilities, but may include live, non-dominant accompaniment. It will be a maximum of 25 minutes and a minimum of 20 minutes for the entire presentation, not including a maximum of 5 minutes for transition, preparation, and clean-up. The performance material will be selected only from college/professional audition repertoire, researched, selected, provided, and prepared by the candidate. Candidates will give short, appropriate introductions, descriptions, and comments not exceeding a cumulative total of 5 minutes of speech.

Professional performance attire is expected. To receive The Performing Arts Magnet Diploma candidates must maintain all PAM membership requirements through graduation as well as must receive a satisfactory evaluation on every requirement by the respective deadlines. All Diplomas and other awards will be distributed at the awards ceremony; some selected, exemplary performances may be invited to perform at the ceremony.

1) Candidate Contract: Carefully study the administrative requirements and schedule for completing this Diploma requirement. Carefully consider the necessary effort, time, and commitment to complete the research, planning, preparation, and performance. Indicate your understanding and agreement by returning the signed contract, **DUE BY THE FIRST FRIDAY OF NOVEMBER - Friday, November 7, 2025.**
2) Jury #1: Candidate will meet with their pathway's advisor to evaluate their initial planning and progress before **FRIDAY, SEPTEMBER 4, 2026**. Use your Junior Spring Semester and summer effectively! (Beginning your recital preparation in the Fall of your Senior year is too late to be prepared & competitive.)
3) Jury #2: Candidate will meet again with their pathway's advisor to evaluate their ADVANCED progress and final preparations before **FRIDAY, OCTOBER 2, 2026**. Upon completion of Jury #2, see Mr. Renner to sign-up for your performance time.
4) Collegiate Professor's Review: Meeting the mastery level of a successful college audition, the candidate must perform their presentation for a trusted, qualified, and constructively critical college PROFESSOR in the candidate's performance pathway. Evaluations must be passed by the Professor, completed, and returned before Jury #3. (Contact your professor(s) and schedule well in advance!!!)
5) Jury #3 - Recital Hearing: Only after a PROFESSOR'S SATISFACTORY REVIEW IS COMPLETE, the candidate will meet with their advisor for final performance approval before **FRIDAY, OCTOBER 16, 2026**.
6) Performance: Candidates will present the final public performance & presentation (25min MAX to 20min MIN) on **THE FIRST FRIDAY OF NOVEMBER - Friday, November 6, 2026.**
7) Portfolio Requirement: The portfolio is a comprehensive record of preparation for the recital/performance and college entrance. The completed portfolio is due by the performance. The portfolio will be a three-ring binder containing the following components:

- The Senior Recital/Performance Syllabus
- Preparation Plan: Calendar with Research Plans, Rehearsal Outline, and Prearrangements
- Research Journal
- A copy of the Performance Selections and Artifacts (music scores, scripts, staging, set designs, photos, etc.)
- Jury #1, #2 & #3 (Advisor Evaluations)
- College Professor's Review
- Performance Program
- Professional Resume (1 page max, Head Shot recommended)
- Research Bibliography
- Reflective Essay (750 words min.)

By signing below, I affirm that I understand and agree to the Diplma Portfolio requirements. Furthermore, by signing below I also affirm that I understand and agree that failure to meet any requirement by its respective deadline will disqualify me as a certificate candidate from earning The Performing Arts Magnet Certificate.

Candidate Name (print): **Pathway:**

Student Signature: **Date:**

Parent/Guardian Signature: **Date:**

PAM Advisor Signature: **Date:**

Return Competed Form to D110

Senior Recital: Requirement Specifics

The completed Portfolio is the week following the recital performance. The Portfolio will include:

1. The Senior Recital/Performance Contract (2 copies: 1 for the Portfolio & 1 for your advisor)
2. Preparation Plan: Calendar & Prose with Research Plans, Rehearsal Outline, and Collaborative Prearrangements
3. Research Journal (Colleges, Audition Lists/Comparisons, Recording Lists/Comparisons, Historical Context)
4. A copy of the Performance Selections and Artifacts (music scores, scripts, staging, set designs, photos, etc.)
5. Jury #1 & #2 (Advisor Evaluations)
6. College Professor Review (including a copy of the professional letter of request)
7. Hearing (Final Advisor Evaluation)
8. Performance Program
9. Professional Resume (1 page max, Head Shot recommended for all, but required for theatre)
10. Reflective Essay (750 words min. Completed after the Recital/Performance)
11. Research Bibliography

Research Journal (to be completed before Jury #1):

- Observe the requirements of at least four to six colleges. List the school and the required works, comparing and contrasting works for consideration (to be completed by Jury 1).
- (Music only) Complete a list of comparative recordings of potential selections. List at least 15-20 different selections.
- Order your selections early. Delivery time is lost rehearsal time. Printing may be an option. Document your progress.
- Contact collaborative performers early; document your communications. [Do not underestimate the general population's ability to be fickle.]
- A prospective Rehearsal Schedule will be created on a calendar and in prose, mapping out your individual practice plan, collaborative rehearsal times, and due dates for Juries, Reviews, Hearing, and Performance.

Research Journal (to be completed before Jury #2):

- Once you have chosen your performance selections, you will be speaking briefly on the validity, collegiate source, and historical significance of each selection. List your resources on that history.
- Document and compare at least two different recordings for every final performance selection.
- Present all final and comprehensive research materials in essay form in the portfolio, minimum 500 words.
- Include a source Bibliography

Required Overall Presentation Details:

- Total presentation time (intro + performance) will be between a maximum of 25 minutes and a minimum of 20 minutes.
- A maximum of 5 additional minutes will be allotted for set up, tear down, and transitions between other performers' presentations.
- The presentation will be a live performance. No media performance is allowed.

Required Speaking Details:

- The cumulative speaking elements will be no more than 5 minutes.
- The speaking element will include and be limited to the introductions of yourself, collaborative musicians, and pieces to be performed and the relevant background information on the performance selections.
- The only background you will give is **why** you selected the pieces you did, **where** you found them, and a **very brief** history about the composer and the piece itself. For example, an academic introduction should not say, "I like this piece because…"; instead, it should be something like: "this is a piece in the standard repertoire and is a standard audition piece for [college name]'s music programs"), brief history of the works to be performed, and the rationale for selecting the piece.
- Personal history, off-topic-personal-interests, and editorials are not allowed.

Required Performance Details:

- The cumulative performing elements will be between 15-20 minutes.
- If collaborative performers are needed (like an accompanist), the performance must feature the individual performing candidate and NOT the collaborators or ensemble throughout the vast majority of the performance.
- Print and provide your own recital-style programs (your name, names of collaborative performers, titles of works, composers/authors with birth-death dates); include this document in the Portfolio as well.
- Performer will dress in Professional attire. Dress as you would for a live collegiate audition, a performance competition, or perhaps a business interview.
- A piano, chairs, and stands will be provided for music performances. You are responsible for procuring/providing all other equipment and collaborators necessary for your performance.
- It is the student's responsibility to arrange (or hire) their own accompaniment if needed.
- At the 25 minute mark, the director(s) will stop the performance, no questions asked.

Proper Performance Etiquette:

- Use proper entrances and exits
  - Bowing, acknowledging the audience, acknowledging any/all collaborative musicians
  - Collaborative musicians will not enter from the audience
  - Ensure that all collaborators exhibit proper performance etiquette as well
- Dressing/speaking professionally.
- Audience members will not be allowed to enter or exit during a performance. Make sure your families get here on time (to be early is to be on time…)
- All cell phones will be turned off (performers and audience members) and placed out-of-sight to respect the hard work of our performers.

Administrative Performance Preparations:

- Complete the following four evaluations in this order (official forms included):
  1. **Two progressive Juries**
     - **a. Jury 1**
     - **b. Jury 2**
  2. **College Professor's Review** & approval of your full performance,
  3. **Jury 3 "Recital Hearing"**: A full performance for your advisor to make the final determination if you are prepared to present your polished recital to the public.
- All 4 evaluations must have a passing grade in all elements to proceed sequentially.
- Based on the candidate's level of preparation, Juries and Reviews can be attempted as many times as necessary, but only at the advisor's discretion.
- Upon completion of Jury #2, see Mr. Renner to sign-up for your performance time. Bring your completed Jury #2 Evaluation as proof. This is planning far in advance, helping you, your performance collaborators, and your invited audience members; however, this does not guarantee final performance approval before completion of the Professor's review and Recital Hearing.
- Based on the candidate's level of preparation, the final Hearing may have a second attempted, but only at the advisor's discretion.
- Failure to complete any and all requirements with a passing score by the deadline, will result in a failure of the Diploma candidacy.

Performing Arts Magnet
Senior Recital: Jury #1

Name_____ Date_____

To pass Jury #1, the candidate must receive a score of "Acceptable" in all categories. Additional attempts may be arranged at the advisor's discretion. Failure to pass Jury #1 by the due date will result in a failure of the Diploma.

	Acceptable	Needs Improvement	Unsatisfactory
First draft speech outline has been prepared and initial speech rehearsal has begun.			
A draft performance list has been prepared and all initial selections are 'in-hand' (chosen, ordered & received, printed, etc).			
All performance selections are clearly connected to a college audition.			
Practice has begun.			
Research Journal: College audition research is sufficient for initial selection.			
Research Journal: All performance selections have recording research.			
Initial arrangements with collaborative performers have been made.			
Draft Preparation Plan with calendar and prose descriptions is complete.			
Performance Selection #1: Overall performance proficiency should be at 30% of final goal.			
Performance Selection #2: Overall performance proficiency should be at 30% of final goal.			
Performance Selection #3: Overall performance proficiency should be at 30% of final goal.			
Performance Selection #4: Overall performance proficiency should be at 30% of final goal.			
Performance Selection #5: Overall performance proficiency should be at 30% of final goal.			

Advisor's Additional Comments:

Advisor's Signature_____ Date_____

Performing Arts Magnet
Senior Recital Jury #2

Name_____ Date_____

To pass Jury #2, the candidate must receive a score of "Acceptable" in all categories. Additional attempts may be arranged at the advisor's discretion. Failure to pass Jury #2 by the due date will result in a failure of the Diploma. Upon completion of Jury #2, see Mr. Renner to sign-up for your performance time. Bring your completed Jury #2 Evaluation as proof. This is planning far in advance, helping you, your performance collaborators, and your invited audience members; however, this does not guarantee final performance approval before your completion of the Professor's review and Recital Hearing.

	Acceptable	Needs Improvement	Unsatisfactory
All speech related content is fully outlined, has been thoroughly rehearsed, and is within the appropriate five-minute time frame.			
All performance selections have been finalized: • All selections are appropriate. • All selections are clearly connected to a college audition.			
Research Journal: All college audition research is complete.			
Research Journal: All performance selections have recording research.			
Final arrangements with collaborative performers have been made.			
Collaborative rehearsal has begun.			
Performance Selection #1: Overall performance proficiency should be at 80% of final goal.			
Performance Selection #2: Overall performance proficiency should be at 80% of final goal.			
Performance Selection #3: Overall performance proficiency should be at 80% of final goal.			
Performance Selection #4: Overall performance proficiency should be at 80% of final goal.			
Performance Selection #5: Overall performance proficiency should be at 80% of final goal.			

Advisor's Additional Comments:

Advisor's Signature_____ Date_____

Performing Arts Magnet
Professional Letter: Request a College Professor's Review

Diploma candidates should contact and make requests from a college professor in a professional manner. It is highly suggested that one follows this general format (below). Include a copy of the request letter(s) in your final portfolio.

[Your Last Name], [Your First Name]
[Street Address]
[City, ST ZIP Code]
[phone number]
[email]

[Date]

[Professor's Name]
[Title]
[College/University Name]
[Street Address]
[City, ST ZIP Code]

Dear [Recipient Professor's Name]:

In your own words, start by stating that you are a senior at Tracy High School and proud and dedicated member of the Performing Arts Magnet. Then, state your business, requesting their professional review of your senior recital performance and their advice on the level of your post-secondary preparations.

In a new paragraph, describe how you are working hard to complete all requirements for the highest award from our academy, the Performing Arts Magnet Diploma. Describe how this accomplishment is intended to present in performance your preparations for further performance study in college. Describe how your final step is to perform and pass this senior recital, an approximately twenty-minute presentation of college audition material (including a short introductory speech). Then describe how it is a requirement that your recital is reviewed by a third party, a college professor in your performance pathway, prior to the final, public performance.

Here, in this last paragraph, is your opportunity to respectfully request their time again. This your chance to make a valuable professional connection with someone who may have 'keys-of-opportunity' to your future! Be respectful and grateful in your request. Be professionally flattering, describing your respect and admiration for the professor's position and their institution; show an interest in applying and auditioning to attend their program. Mention that out of respect for their time and profession, you and your parents are interested in a conversation about their schedule and rates (yes, that's right, they might charge you for their time like in a private lesson).

Again, thank them for their time and consideration.

Sincerely,

[Your Signature]

[Your Last Name], [Your First Name]
[Title: Senior, Tracy High School Performing Arts Magnet Diploma Candidate]

Sincerely,

[Your Parent's Signature]

[Your Parent's Last Name], [Your Parent's First Name]
[Title: Candidate's Parent]

Tracy High School Performing Arts Academy
Senior Recital: College Professor's Review

Performer's Name: _____

Diploma candidates must perform their recital/performance, in its entirety, prior to the final Hearing with their advisor, for a qualified, college-level professor in the performance pathway. The candidate's goals are to perform the proper material and skill to be accepted into a post-secondary performance program. To achieve our academy's highest honor, the candidate is required to earn a "YES" from a (third party) professor in all categories on the following checklist:

	YES	NO	Comments
Are the performance works all acceptable choices for a college audition?			
Did the candidate mention the college and their respective audition requirements from which they selected their performance works?			
Was the entire performance between a minimum of 15 min. and a maximum of at 25 min.?			
Was the student's performance ability acceptable for a college entrance audition?			
Did the student seek advice on furthering their performance preparation and overall skill?			
Were all elements of a short introductory speech appropriate, professional, and well-rehearsed?			
Did the performer carry themselves professionally (bow, acknowledge the accompanist, and respectfully thank the professor)?			
Did the performer ask about performance study opportunities at the professor's institution?			

Professor's Name: _____ Title: _____

College/University: _____

Professor's Signature: _____ Date: _____

Performing Arts Magnet
Senior Recital: Jury #3 "The HEARING"

Name_____ Date_____

After completing Jury 1, Jury 2, and the Professor's Review, the Hearing is a fully prepared performance for your advisor. This evaluation determines if the candidate will have final permission to present your recital/performance to the public. To pass the Hearing and receive final performance approval, you must receive a score of "Acceptable" in all categories. Only one additional attempt may be arranged at the advisor's discretion. Failure to pass the Hearing within two attempts by the due date will result in a failure of the Diploma.

	Acceptable	Needs Improvement	Unsatisfactory
Performance time has been scheduled with Mr. Renner.			
Professor's Review is complete and acceptable.			
All speech related content is well prepared, professional, appropriate, and within the cumulative five-minute time frame.			
Cumulative performance time is within 15-20min.			
All final performance selections are the same as the ones that have been presented to and approved by the professor			
Portfolio is complete.			
Printed performance program is complete.			
Performance etiquette is appropriate.			
Performance Selection #1: Overall performance proficiency should be at 100% of final goal.			
Performance Selection #2: Overall performance proficiency should be at 100% of final goal.			
Performance Selection #3: Overall performance proficiency should be at 100% of final goal.			
Performance Selection #4: Overall performance proficiency should be at 100% of final goal.			
Performance Selection #5: Overall performance proficiency should be at 100% of final goal.			

Advisor's Final Comments:

Advisor's final signature for performance approval: Date:

Performing Arts Magnet
Senior Recital: Make-Up Assignment &
Awards Ceremony: Make-Up Assignment

PAM Membership Requirement: demonstrating Participation, Emulation, & Mutual Support

It is essential that all PAM members not only set high performance goals for themselves, but also actively support and learn from their peers while supporting our valuable academy. Reviewing Senior Recitals and attending the Awards Ceremony are requirements for every PAM member, every year. *Again, it is an opportunity to show your dedication, to learn from your peers, and to exercise your support.* Missing the live performance of the Senior Recital(s) may be unavoidable, but it must be legitimate; this form will give you an opportunity to explain your situation. In fairness to you and to the other dedicated members of our academy, this make-up assignment will replace your absence, if it is approved by your PAM advisor.

If possible, notify your advisor well in advance.

Viewer's Excuse:

Viewer's Name_____

Viewer's Signature_____ **Date**_____

Parent's Signature_____ **Date**_____

Coach/Advisor/Director Signature (if applicable) _____**Date**_____

Make-Up Assignment: This Form + Two Essays

1) Complete this form.
2) Discuss your goals in PAM and their application beyond THS (500 word minimum).
3) Review the three recital performances (500 word minimum). Reviews are preferably of live performances, but recorded (video) performances (for example, on www.YouTube.com) are acceptable. Reviews may be of performances only at the following levels: High School Senior Recital, College Audition, College Recital, Professional Recital, or Professional Audition. The reviews' essay will be at least 500 words (typed) in length and will address all the topics listed below.
4) Return the signed and completed form and essays to your PAM advisor.

Reviews Essay Topics (500 words minimum):

- Name the Recital Performers.
- Describe When, Where, and How you observed this performance (LIVE, RECORDING, WEB address).
- Identify the performers' method/medium (vocal, instrument, theatre audition, etc.).
- Identify the performers' ability level (HIGH SCHOOL SENIOR, COLLEGE, or PROFESSIONAL).
- Identify the institutions for which the performers are presenting.
- Name the titles of the performance works.
- Identify the duration time of each performance work.
- Discuss the performers' ability to professionally introduce themselves (& their accompaniment) and their works' significance/history.
- Discuss their mastery of performance skill in each work, answering why they are above or below the appropriate standard.
- Discuss the performers' professionalism (appearance, presentation, organization, delivery, & mannerism).