



**Music
Scholarship Programme
at RCHK
2023/24**

What makes a scholar at RCHK?





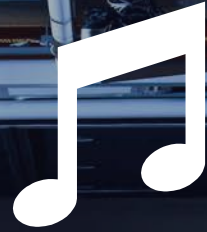
- 1) Strong academic performance**
 - 2) (Excellence in specialist area)**
 - 3) Exhibit qualities of an IB Learner**
 - 4) Contributions to school community**
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1) Strong academic performance

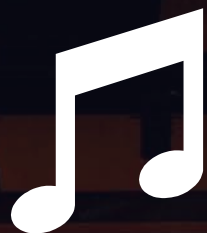
MYP - 40 points consistently on reports

DP - 30 points consistently on reports



2) Excellent in specialist area

High-level performer
(generally at or close to grade 8+)
Interest in theory, composition etc.
Intention to take Music as DP option.



3) Exhibit qualities of an IB Learner

Inquirer Knowledgeable Thinker

Communicator Principled

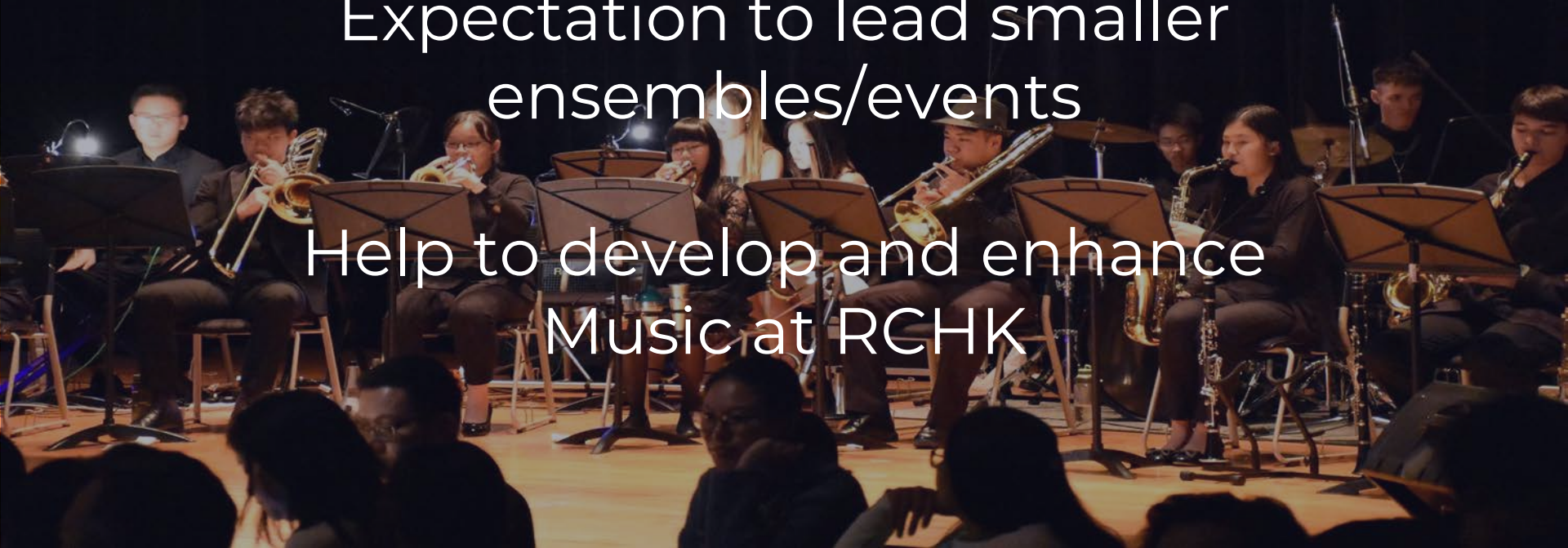
Open-minded Caring Risk taker

Balanced Reflective

4) Contributions to school community

Take part in music ASAs
Expectation to lead smaller
ensembles/events

Help to develop and enhance
Music at RCHK



Selection Process (Y9+)

40% - academic & ATL grades

30% - music audition

30% - commitment and contributions
to ASAs and Service activities

Student Speakers



Ian Yip

- Y11 Student
- Music Scholar since 2020
- Cellist
- MYP Music Student
- Orchestra Student Leader
- Tang House Idol Leader
- Organised Winter Concert 2022

Serena Lee

- Y12 Student
- Music Scholar since 2022
- Cellist
- DP Music HL Student
- Choir Student Leader
- Song House Idol Leader
- Organised Winter Concert 2022

'The Audition Process', 'DP Music', &
'Music Scholar Life'

Secondary Strings

Summer - Joe Hasashi; arr. Adrian Leung
Double Concerto - J. S. Bach

AUDITIONS



Music Scholarship Rubric

Student Name _____

Year Level _____

Renaissance College Scholarship Program

Examiner Name(s) _____

Date _____

Multilevel performance assessment					
	Needs Improvement 1 point	Satisfactory 2 points	Good 3 points	Excellent 4 points	Score
Fundamentals <i>including but not limited to: pitch, rhythm, timbre, and pulse</i>	Demonstrates limited control of fundamental skills.	Demonstrates some fundamental skills.	Demonstrates mostly effective fundamental skills	Demonstrates highly effective fundamentals,	
Technique <i>including but not limited to: Posture, hand position, and breathing</i>	The applicant demonstrates limited control of musical elements .The technical demands of the selected repertoire are rarely met.	The applicant demonstrates some control of musical elements with some of the technical demands of the selected repertoire met.	The applicant demonstrates mostly effective control of musical elements with the technical demands of the selected repertoire met.	The applicant demonstrates highly effective control of musical elements with the technical demands of the selected repertoire met consistently and to a high standard.	
Interpretation of Performance <i>ability to demonstrate the stylistic and expressive requirements of repertoire</i>	The applicant shows limited understanding of musical style.	The applicant shows some understanding of musical style.	The applicant shows mostly effective understanding of musical style.	The applicant shows consistent and effective understanding of musical style.	
General Musicianship <i>including but not limited to: sight reading, aural skills, and music appreciation</i>	The applicant shows limited understanding of musicianship.	The applicant shows some understanding of musicianship.	The applicant shows mostly effective understanding of musicianship.	The applicant shows consistent and effective understanding of musicianship.	
Musical Involvement <i>including activities inside and outside school</i>	Limited involvement in musical activities.	Some involvement in musical activities.	Considerable involvement in musical activities.	Involved in a wide range of musical activities.	

Anecdotal notes on student performance

Total Score = _____ / 20



- The rubric makes references to four specific aspects of musical performance:
 - **Fundamentals:** pitch, rhythm, timbre, and pulse
 - **Technique:** posture, hand position, and breathing
 - **Interpretation of Performance:** ability to demonstrate the stylistic and expressive requirements of repertoire
 - **General musicianship:** sight reading, aural skills, and music appreciation
- Two pieces with contrasting style (eg. Baroque and Classical era, Romantic era and Jazz) on main instrument, one piece on secondary instrument (if applicable)
- You are advised to present pieces that are within your skill level, not under or beyond.
- Each piece limited to 3 minutes.
- Interview questions

The audition timeline (2022-23)

- **2nd-3rd week of May:** Live audition and interview.
 - Each candidate is allocated approximately 30mins to audition + be interviewed
- **June 1-15:** Final round of interview with the Scholarship manager
- **Before end of June:** Announcement of final results by mail

IBDP MUSIC

MIDNIGHT IN
HARLEM - THE
TEDESCHI TRUCKS
BAND

PERFORMED BY THE RCHK
GRADUATION BAND



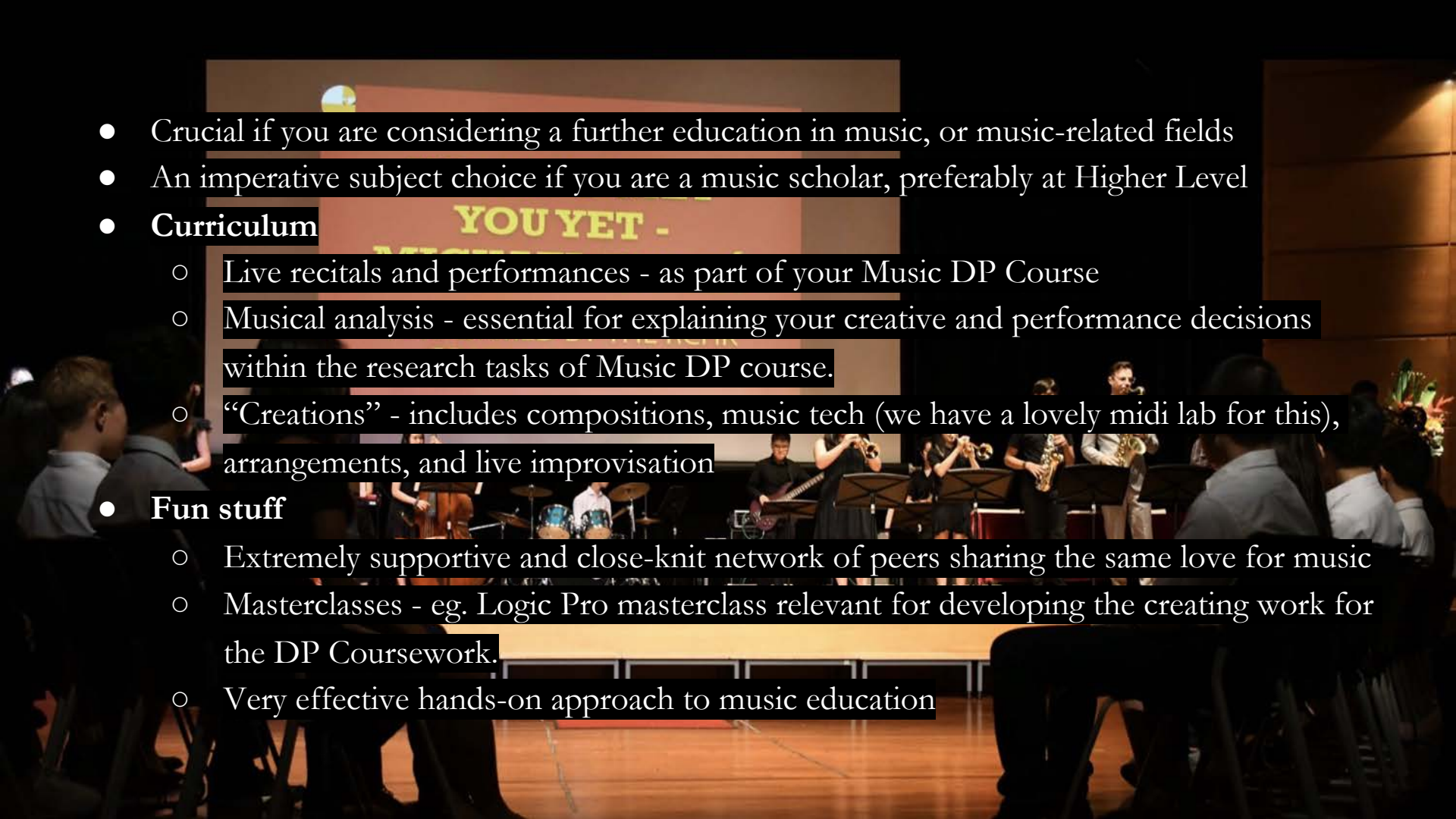
- Crucial if you are considering a further education in music, or music-related fields
- An imperative subject choice if you are a music scholar, preferably at Higher Level
- **Curriculum**
 - Live recitals and performances - as part of your Music DP Course
 - Musical analysis - essential for explaining your creative and performance decisions within the research tasks of Music DP course.
 - “Creations” - includes compositions, music tech (we have a lovely midi lab for this), arrangements, and live improvisation
- **Fun stuff**
 - Extremely supportive and close-knit network of peers sharing the same love for music
 - Masterclasses - eg. Logic Pro masterclass relevant for developing the creating work for the DP Coursework.
 - Very effective hands-on approach to music education



YOU YET -

RESEARCH TASKS

CREATIONS



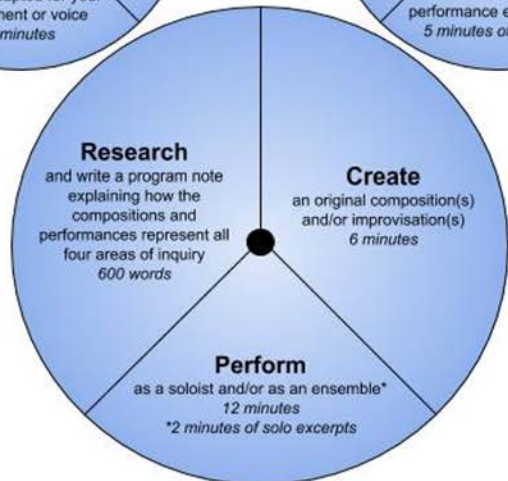
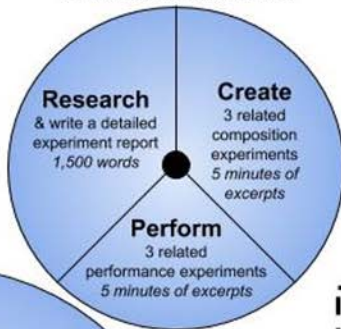
EXPLORE

Music in Context
Music from 2 Areas of Inquiry
30% External Assessment



EXPERIMENT

With Music
Music from 2 Areas of Inquiry
30% Internal Assessment



PRESENT

Music from ALL 4 Areas of Inquiry:
Sociocultural/Political, Chamber/Classical, Dramatic, Electronic
40% External Assessment

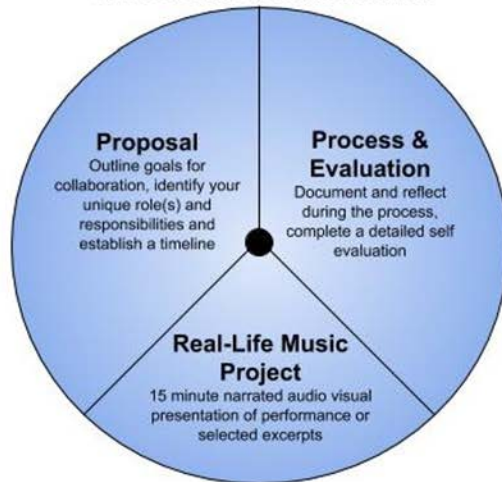
STANDARD LEVEL (SL)

IB MUSIC 2020 Curriculum

Through the *roles of researcher, composer and performer* demonstrate understanding of *diverse personal, local and global music contexts in four different areas of inquiry.*

Collaborative Contemporary Music Maker

15 Minute Multimedia Presentation
30% of HL Score Internal Assessment



HIGHER LEVEL (HL)

YOU SHOULD TAKE IBDP MUSIC IF YOU..

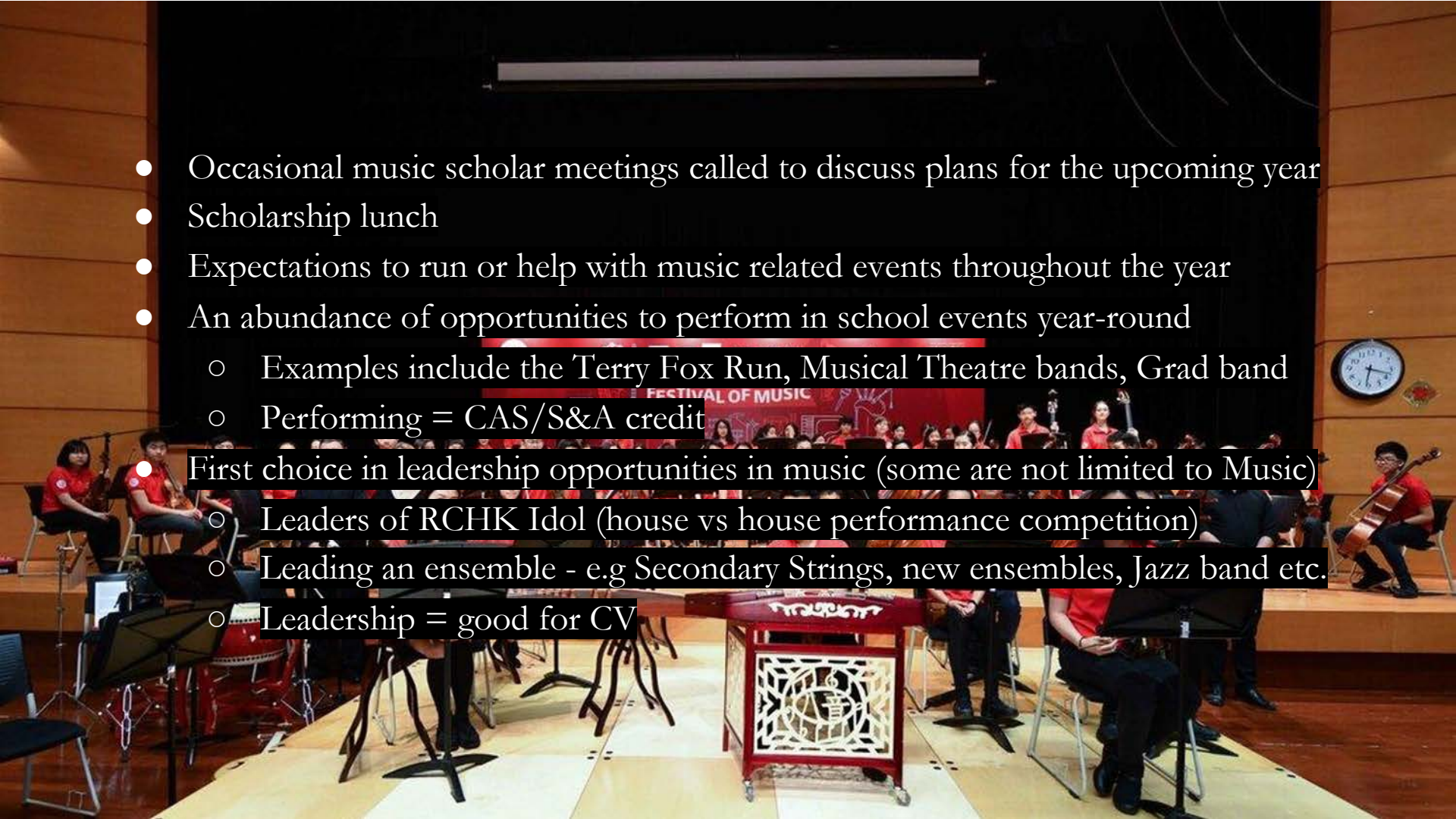
- Genuinely appreciate music (that is, it's your *forte*) (*pun intended*)
- Are open-minded about a broad variety of musical genres, not just a narrow range of those which you have familiarized yourself with
- Have the work ethic
- Are supportive and respectful of your teachers and fellow IB music peers
- Have a creative and globally-minded approach towards the field of music

^Likewise, you must also be the above if you are an aspiring music scholar!

MUSIC SCHOLAR LIFE



- Occasional music scholar meetings called to discuss plans for the upcoming year
- Scholarship lunch
- Expectations to run or help with music related events throughout the year
- An abundance of opportunities to perform in school events year-round
 - Examples include the Terry Fox Run, Musical Theatre bands, Grad band
 - Performing = CAS/S&A credit
- First choice in leadership opportunities in music (some are not limited to Music)
 - Leaders of RCHK Idol (house vs house performance competition)
 - Leading an ensemble - e.g Secondary Strings, new ensembles, Jazz band etc.
 - Leadership = good for CV



- Masterclasses/guest speakers - learn about the industry and creative process of experienced music professionals
- Scholarship portfolio and renewal interview - end of year check-in with music teachers to ensure you meet all requirements for a music scholarship student - which will also be outlined during the application process
- Demonstrate active and abundant involvements in school events and be an engaging member of the school community, such as participation in Swim Gala and Athletics Carnival, EOTC, and other such events.





What we offer?

Leadership opportunities

Scholarship lunches / committee

Performance opportunities

Masterclasses

University visits & talks



Any questions?

Please feel free to email:
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