

Concert Band Chamber Project Guidelines

Objectives: This project is designed to give you the opportunity to work with others on discovering information, rehearsing, and performing repertoire in various performance settings. You will set learning and performance goals for yourself and for your ensemble. You will write about and present information about your music. You will perform with your ensemble and write to reflect upon and evaluate your and your ensemble's performance.

Use the following **checklist** to track your progress. Due dates are listed below.

- Join an ensemble
- Choose repertoire together: school appropriate and appropriate for the holidays (cultural, secular, and sacred)
- Assignment 1:** Submit your repertoire choice to Mr. Brien using the online form https://docs.google.com/forms/d/1usfAztDJf3se_83Bi1AMnWB4Jk8SC510ECpmzES0ec/viewform?usp=send_form
- Assignment 2:** Complete the planning worksheet (one per person in the group).
- Assignment 3:** Complete the listening worksheet (one per worksheet per group).
- Assignment 4:** Document ensemble rehearsals
- Perform:
 - 1 in-class recording: **December 4, 2015**
 - 1 in-class performance master class: **December 11, 2015**
 - 1 concert performance: **Charlie Brown Christmas. December 11/12, 2015.**
- Assignment 5:** Write a brief reflection after each performance that includes
- Assignment 6:** Complete and submit a performance evaluation form for another ensemble (one per person in your group).
- Assignment 7:** Complete and submit a peer evaluation form for your ensemble
- Submit all assignments by the following due dates. *All work must be submitted by Friday, December 18th to earn full credit.*
 - Repertoire Choice: **Tuesday, December 1**
 - Planning Worksheet: **Tuesday, December 1**
 - Listening Worksheet: **Wednesday, December 2**
 - Performance Reflections **Monday, December 7**
 - Peer Performance Evaluation Form: **Monday, December 14**
 - Group Evaluation Form: **Friday, December 18**
 - Rehearsal Log: **Friday, December 18**

Chamber Project: Assignment 2 Planning Worksheet

Due: Monday, December 1

| |
|---|
| Your Name: |
| Group Members: |
| Song Title: |
| Composer: |
| Tempo: |
| Describe what a rehearsal will be like with your chamber group (Examples might be rehearsal structure: Tuning, review the rehearsal plan, discuss what needs to be worked on, rehearse music, critique, fix measure ?, etc.) |
| On a separate sheet of paper (<i>please type</i>), write complete sentences for the following: <ul style="list-style-type: none">★ List 3 performance goals you have as an individual player (see rubric for ideas).★ Write why these goals are important for your musical growth.★ Write how this repertoire will help you achieve those goals. |
| Describe your practice plan (Note: there will not be enough class time to rehearse successfully. You must plan to rehearse outside of class). |
| Individual practice plan: |
| Ensemble practice plan: |

Chamber Project: Assignment 3 Listening Assignment

Due: *Wednesday, December 2*

Using YouTube, Spotify, Pandora, (etc.) find a chamber ensemble, similar to the one that you are in, performing a chamber work and listen to one or more of their works together as a group. (example: clarinet choir, saxophone quartet, trumpet ensemble).

| |
|---|
| Your name: |
| Your Chamber Group Member(s) Names: |
| Listening Chamber Group Piece Title: |
| Listening Chamber Group Piece Composer: |
| Listening Chamber Piece Ensemble Name: |
| Source of your Chamber Piece Listening: Ex: YouTube, Spotify, etc. Please include URL if found online. |
| Describe what was interesting about the chamber group you chose to listen to: Each person in your group should contribute a comment to this portion. |
| How would you describe the style of music your chosen group performs? Classical, Jazz, New Age, etc. |
| Describe how listening to this group will affect your chamber group? |

Chamber Project: Assignment 4 Practice Log

Due Date: *Friday, December 18*

| | |
|-------------------------------|--------------|
| Name: | Band: |
| Group Member(s) Names: | |

Document any rehearsal sessions* dedicated to your Chamber Project. Include the date and a short description of your session. For example:

12/9 Memorizing text; 12/10 Practice w/metronome; 12/11 focused on dynamics.

*A rehearsal session can be playing, listening to your piece, mentally rehearsing, and coaching with a staff or upperclassmen.

| | | | | | |
|---------------|--|--|--|--|--|
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |

Notes/Comments:

| |
|--|
| |
| |
| |
| |

Chamber Project: Assignment 5 Performance Reflection

Due: *Monday, December 7*

Each member of the ensemble must individually submit a performance reflection.

| |
|---|
| Name: |
| How did you feel about the performance as an individual performer? |
| How you feel about your performance as an ensemble performer? |
| How well did you think the ensemble performed together? |
| What musically went well? |
| What musically could be improved for the next performance? |

Chamber Project: Assignment 6 Performance Evaluation Form

Due: Monday, December 14

| | |
|-------------------------------|--------------|
| Name: | Band: |
| Chamber Group Members: | |

| | 4 Exceptional | 3 Standard | 2 Approaching Standard | 1 Emerging | Score /4 |
|-------------------------------|--|--|--|---|---------------------|
| Expression & Style | Performs with a creative nuance and style in response to the score and limited coaching. | Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer. | Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer. | Rarely Demonstrates expression and style. Just sings the notes. | |
| Dynamics | Dynamic levels are obvious, consistent, and an accurate interpretation of the style of music being sung. | Dynamic levels are typically accurate and consistent | Dynamic levels fluctuate but can be discerned | Attention to dynamic levels is not obvious | |
| Phrasing | Phrasing is always consistent and sensitive to the style of music being sung. | Phrasing is usually consistent and sensitive to the style of music being sung | Phrasing is usually consistent and occasionally sensitive to the style of music being sung. | Phrasing is rarely consistent and/or rarely sensitive to musical style. | |
| Breath Support | Student(s) is breathing properly and supporting the tone to the best of his/her ability. | Student(s) is usually breathing properly, but occasionally does not support the tone until the end of each phrase | Student(s) sometimes breathes properly and only occasionally supports the tone until the end of each phrase | Student(s) is rarely breathing correctly and never supports the tone until the end of each phrase | |
| Articulation | Student(s) articulates clearly and the text of the music is understandable | Student(s) articulates the words somewhat clearly and the text can be understood most of the time. | Student(s) is sometimes articulating the words but the text is often not discernable. | Student(s) rarely articulates the words and the text is not discernable. | |
| Posture and Relaxation | Student(s) stand(s)/sit(s) correctly and hold instrument with dignity and proper playing position. | Student(s) stand(s)/sit(s) somewhat correctly and most of the time hold(s) instrument(s) with proper playing position. | Student(s) sometimes stand(s)/sit(s) correctly but often shows tension or improper instrument playing position. | Student(s) rarely demonstrates proper posture and instrument playing position. | |
| Total | | | | | |

Constructive Comments:

Chamber Project: Assignment 7 Group Evaluation

Due: *Friday, December 18*

| | |
|-----------------------|--------------|
| Name: | Band: |
| Group Members: | |

| CATEGORY | 4 | 3 | 2 | 1 | Initials | Score |
|----------------------------|---|---|--|--|----------|-------|
| Contributions | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. | | |
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. | | |
| Time-management | Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management. | | |
| Focus on the task | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. | | |
| Preparedness | Brings needed materials to class and is always ready to work. | Almost always brings needed materials to class and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work. | | |
| Working with Others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. | | |
| Problem-solving | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Lets others do the work. | | |
| Attitude | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). | | |
| Total Score | | | | | | |

