

Ensemble Project Guidelines

Objectives: This project is designed to give you the opportunity to work with others on discovering information, rehearsing, and performing a song 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 song. 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 a song together: school appropriate and appropriate for the holidays (cultural, secular, and sacred)
- Assignment 1:** Submit your song choice to Miss B using the online form
- Assignment 2:** Complete the planning worksheet (one per person in the ensemble) and submit
- Write your own lyric analysis
- Compare and discuss lyric analysis; write one lyric analysis for the group.
- Assignment 3:** Submit lyric analysis-one for each individual and one for the group.
- Assignment 4:** Document ensemble rehearsals
- Perform:
 - 2 in-class performances: **Wed., December 2 & Wed., December 9**
 - 1 community performance: **Thurs., December 3 (FOT), or other**
 - 1 concert performance: **A "Charlie Brown Christmas" Spectacular! Dec. 12**
- Assignment 5:** Write a brief reflection after each performance that includes
 - how you felt as an individual performer
 - how you felt as an ensemble performer
 - how the ensemble performed together
 - what musically went well
 - what musically could be improved for the next performance
- Assignment 6:** Complete and submit a performance evaluation form for another ensemble
- 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.*
 - Song Choice: **Friday, November 20**
 - Planning Worksheet: **Friday, November 20**
 - Lyric Analysis: **Friday, December 4**
 - Performance Reflections (4 required for a grade; additional reflections will be bonus points added to your grade): **Friday, December 18**
 - Peer Performance Evaluation Form: **Friday, December 11**
 - Group Evaluation Form: **Friday, December 18**
 - Rehearsal Log: **Friday, December 18**

Ensemble Song Project Planning Worksheet

Due: *Friday, November 20*

Your Name:
Group Members:
Song Title:
Composer:
Tempo:
Accompaniment: Recording or live (piano, guitar, other)
Who originally performed or recorded this song?
List others who have performed or recorded this song, and include URL of any videos you find online:
Describe your plan to acquire the accompaniment you have chosen:
Describe your plan to rehearse with the accompaniment you have chosen:
On a separate sheet of paper, write complete sentences for the following:
★ List 3 performance goals you have as an individual singer (see rubric for ideas).
★ Write why these goals are important for your musical growth.
★ Write how this song 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:

Ensemble Song Project: Lyric Analysis

Due Date: *Friday, December 4*

Name:	Choir:
Group Members:	

On your own paper, complete the following:

Part 1:

Write or type out your lyrics line by line, then **write or type** your interpretation or meaning beneath each line.

For example: "Happy Birthday to you,

Let's celebrate your date of birth

Happy birthday to you,

I wish you all the happiness in the world

Happy birthday to someone,

You are very special to me

Happy birthday to you."

Have a wonderful year!

Part 2:

Answer the following questions using **complete sentences** which will result in at least one paragraph:

- ★ Why did you (and your group members) pick this song?
- ★ What is the song about?
- ★ How do you relate to this song?

Ensemble Song Project: Performance Rubric

Name:	Choir:
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 is breathing properly and supporting the tone to the best of his/her ability.	Student is usually breathing properly, but occasionally does not support the tone until the end of each phrase	Student sometimes breathes properly and only occasionally supports the tone until the end of each phrase	Student is rarely breathing correctly and never supports the tone until the end of each phrase	
Diction	Student articulates clearly and the text of the music is understandable	Student articulates the words somewhat clearly and the text can be understood most of the time.	Student is sometimes articulating the words but the text is often not discernable.	Student rarely articulates the words and the text is not discernable.	
Posture and Relaxation	Student stands correctly and sing using a proper singing stance with no visible tension in the throat, jaw, and/or body	Stands somewhat correctly and most of the time demonstrates a proper singing stance with limited tension visible in the throat, jaw and/or body	Student is sometimes standing correctly but often shows tension or improper body position during singing.	Student rarely demonstrates proper posture and singing stance and tension is highly visible in the throat, jaw and/or body.	
Total					

Constructive Comments:

Ensemble Song Project: Group Evaluation

Name:	Choir:
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						