

MBCI Concert Band - Special Term Assignments

Booklet 1 - Performance Options

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All Concert Band members complete one Special Term Assignment each term worth 20% of your Term Grade. Term One's assignment was your chamber music project. In Term Two, you have over a dozen options to choose from. These were listed in the Course Outline and Band Members Handbook you received in September. What follows are details and specifications for the Performance Options (#1, 2, 8, 9, 10, 11, 12, and 13). The Term Two assignment is due Friday, February 26. You are asked to choose one option for Term Two and submit details in writing for my approval. The Term Two choice will be due by Wednesday, January 20, Day 1, with the assignment itself due by Friday, February 26. The Term Three assignment will be assessed through your participation in *Music Tour 2016*.

Option #1 - Solo Performance on a Band Instrument

Perform a solo piece on your band instrument with an accompanist (if the music calls for one) in front of an audience. Record the performance.

Specifications:

The length of the music is your choice, but if only a portion of a work is selected it must be able to stand by itself as a complete performance. Any performance opportunity is a suitable occasion for this assignment. The audience should have a minimum of ten people.

The level of difficulty is again your choice, but it should be a challenge to your present ability. Avoid music which you can sightread on the first read through, but also avoid pieces where the technical concerns threaten to overshadow music making and you are unable to play with confidence.

Photocopy the accompaniment part, and study it as well before rehearsing with an accompanist. Music written for solo instrument may be chosen as long as the composer did not write an accompaniment.

Hand in a CD or memory stick (audio or video) of your performance. Label with your name, the accompanist's name, the title of the music, and the date and location of the performance. Include a program if there is one, or a description of the performance setting.

Hand in a copy of the music (ie. the accompaniment part which includes the solo line) and indicate with pencil any cuts or omissions made in your performance. Make sure your name is on this music.

Option #2 - Chamber Ensemble Performance

Perform a piece together with an ensemble in front of an audience. Record this performance.

Specifications:

The length of the music is your choice, but if only a portion of a work is selected, it must be able to stand by itself as a complete performance. Involvement in a worship team could fall under this category. Any performance opportunity is a suitable occasion for this assignment. The audience should have a minimum of ten people.

The level of difficulty is again your choice, but it should be a challenge to the group's present ability. Avoid music which you can sightread on the first read through, but also avoid pieces where the technical concerns threaten to overshadow music making and you are unable to play with confidence. Study the full score as well as your own part before rehearsing with the other players.

Hand in a CD or memory stick (audio or video) of your performance. Label with your name, the other performers' names, the title of the music, and the date and location of the performance. Include a program if there is one, or a description of the performance setting.

Hand in a full score of the music and indicate with pencil the part you played. Make sure your name is on this music.

Individual members do not all need to be participating in the performance for assessment. Those who are should indicate this clearly on the assignment choice form, the tape cover, the assessment sheet, and the music itself. The ensemble must have at least 2 players.

Option #8 - Private Student Teacher's Log

Prepare a written account of your lessons with a student whom you are teaching privately, detailing the material you are working on, and the progress made.

Specifications:

Include a title page with the following:

MBCI Concert Band

Special Term Assignment
Option #8

Private Student Log Of
(student's name, student's instrument)

(your name)
(your grade)
prepared for
Mr. Klassen

(date and year of completion)

After the title page, the text of your paper should be approximately 1000 words. This may be written in an essay format with sentences and paragraphs, or may be in point form, whichever works best to convey the needed information. In either case, the ideas should lead to one another in a logical flow and sequence. The narrative may be in 'first person' format. The text should have proper opening and concluding sections.

Write a profile of the student you are teaching - personality, strengths, weaknesses, likes, dislikes, attitudes, learning habits, technical and musical ability, as well as some teaching strategies which you have found effective in teaching this student.

The text of your paper should contain details such as the student's name, instrument, previous musical background, the time, length and location of the lessons, whether a metronome, tuner, tape recorder, keyboard, or other aids were used during the lesson, and the title and author of all books, solos, and technical material. The paper should give a sense of how lessons were run, how the assignments were given and monitored from week to week.

You should also outline specific goals you had for each student, and how you were trying to achieve them through lesson activities and home assignments.

Especially important to note are instances where you identified a problem or goal, undertook a course of action to solve it, but after observation, had to alter the plan to make it work for the student. Was it the fault of the solution itself, or did it merely not work with the particular student?

Be sure to connect subjective comments you make with specific references to lesson events or assignments.

This paper should cover a minimum of FOUR lessons.

*As an extra, you may wish to compare the progress of a number of students at the same initial level, or students who are the same age, but have dissimilar needs on their instrument and need to be taught using different approaches.

*If you do decide to compare the progress of a number of different students at the same level, you may focus on fewer areas of concern and go into greater detail with each student in these areas.

Option #9 - Manitoba Honour Bands

Open to students who send in an audition recording for one of the two provincial honour bands, and will take part in all rehearsals and performances, if successful.

Term One only: Manitoba Senior Honour Band

Term Two only and Grade 10 only: Manitoba Intermediate Honour Band

*Hand in your audition CD to me by the assignment deadline for assessment. (Senior Honour Band students doing this assignment have the option of redoing parts or all of the recording they handed in - although if they successfully made the Senior Honour Band, the quality must have been high, and would likely receive a good assessment from me.)

See separate email on the Manitoba Honour Bands, including Helpful Hints on completing an audition recording.

Option #10 - Canada's National Youth Band

Open to students who sent in an audition recording for the National Youth Band of Canada, and will take part in all rehearsals and performances, if successful.

*Hand in your audition CD and music to me by the assignment deadline for evaluation. Students doing this assignment have the option of redoing parts or all of the CD they handed in - although if they successfully made the NYB, the quality must have been high, and would likely receive a good assessment from me as well.

Option #11 - MBCI Senior Jazz Band

Open to students who had signed and handed in the Senior Jazz Band Contract in September, were accepted, and have been members of the ensemble since the beginning of the year.

Students need to commit themselves to attending all rehearsals and performances throughout the year, according to the schedule on the contract, copy each date into their School Agendas, and clear each date for all possible conflicts. Students need to commit themselves to privately preparing each Senior Jazz Band piece to the best of their ability, taking direction in rehearsal, and striving for improvement in their playing. Since jazz is an aural art form, students need to also commit themselves to regularly listening to jazz and becoming more familiar with its styles and idioms. Students need to understand that the Senior Jazz Band is a team, and their commitment to this team must at least be the same as to a credit course.

Students will be assessed on their achievement to date in the Senior Jazz Band. This can be both your Term Two and Term Three options if you choose.

Option #12 - School Musical Production (every second year)

This assignment consists of being a part of our school's musical production, if it is a production year. If your involvement was such that the work began in Term Two (leads, chorus, pit orchestra) this could be both a Term Two and a Term Three option if you choose. If your involvement began in Term Three only (most behind-the-scenes production roles) you could use it then.

Option #13 - Conduct the Concert Band

This assignment involves learning a band score from a conductor's point of view, and rehearsing the Concert Band in class for short 10-minute blocks over three periods, possibly but not necessarily leading to public performance.

Evaluation includes conducting technique, how well the score has been prepared, how thoroughly rehearsals have been planned, and what happens during the actual rehearsal time.

I will help students choose scores for consideration. Students will be given some one-on-one instruction in conducting technique, how to study and prepare a score, and rehearsal strategies.

Option #14 - Submit Your Own Idea

If you have an idea for a Special Term Assignment involving music, but does not fit Options 1-12, write it up and submit it for my consideration.

To be acceptable, demonstrate in some way how completing the assignment would contribute or relate to the goals of this course, as well as suggest a way in which the assignment might be assessed for a mark. Be creative!