

Performing Arts Gr 9 -12 (MPA3A 10S-40S)

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Course Description:

This course is designed to promote the development of the students' musical skills and knowledge and help them to improve them to a level where they will be able to perform in a garage band - polish their performance skills, learn more about live performances and study the music industry. This is achieved mainly through daily practice in the classroom and scheduled performances. It is expected that students entering the course have achieved beyond the beginner level of proficiency on an instrument suitable for use in a garage band, such as guitar, bass, keyboard, drums, or vocals. Musical preferences vary according to student preference and all students will be expected to perform on all songs performed.

Implementation:

Students will alternate between two settings; one directed by the teacher and the other self-directed. The instructed classes will take place with students in the full band setting, practicing and performing for the teacher to receive instruction on improving their musicality, and performance enhancement. During the self-directed classes, the students will be expected to use their time to practice on their individual parts, open mic selections & consult on song selection and work on individual research or reports.

Assessment and Evaluation:

Final marks will be determined based on live stage performances and completion of assignments as listed below. Grading for each section will be as follows:

- **Rich Performance Task (Daily)** **50%** (or optional 60% if Rockumentary is selected)
 - A) A song from each of the 4 categories
 - 1) Canadian content 2) Acoustic Content 3) Teacher's choice 4) Own choice 5) **Optional: Solo (10%)**
 - B) Basic sound technician and mixing procedures
- **Demonstration (Final Product)** **40%**
 - Two Concerts: Mid-Semester and Year End.
 - There is no "make-up" performance or assignment for a missed concert.
- **Optional Project: Rockumentary** **10%** (or optional 0% if optional Solo is selected)
 - Research and Presentation (optional 10%)

The Performance Evaluation Rubric attached.

Class Expectations:

1. To respect and encourage learning – yours and everyone else's.
2. To be prepared for each day's class by having assignments complete, study, etc.
3. To act with respect and caution with some tools and materials.
4. To participate in all activities – it's how you learn.
5. To learn when to ask for help – and then ask for it.
6. In other words, *Be Here, Work Hard, Follow Procedures!*

Class Set-up: To earn full marks all students enrolled in PA for the semester are expected to attend and help with concert set up doing a variety of work such as moving chairs and tables, moving equipment, helping with sound checks, etc.

Stage Set-up: All students are expected to assist with set-up and tear-down at the end of the show. No one leaves early; we all leave as a group once the work is done.

Participation: It is imperative that students are available to perform and make our concert dates a priority. If students are not willing to make this class a priority and clear their calendars to perform for a concert that is part of their course curriculum, then there is little reason for them to be enrolled in the performing arts class. There is no “make-up” performance or assignment for a missed concert.

Have a great semester in Performing Arts!

Rubric: Daily Demonstration in Performance

CATEGORY	4 - All	3 - Most	2 - Some	1 - Few
Rehearsal / Performance Skills	I was focused, paid attention, listened to and followed instructions always.	I was focused, paid attention, listened to and followed instructions always, but sometimes was distracted by others.	I was focused, paid attention, listened to and followed instructions always, but was easily distracted by others and sometimes distracted others.	I rarely was focused, rarely paid attention, listened to and followed instructions always, Sometimes disruptive to rest of class.
Fluidity (Flow) from Practice	I have practiced my song enough that I don't make mistakes. I can play a song from start to finish without getting lost.	I have practiced my song, but I make a couple of mistakes. I can usually play a song from start to finish without getting lost. If I (rarely) do, I can find my spot again and continue.	My performance indicates some practice outside of class, but with little attention to areas of difficulty.	My performance indicates there is very little practice outside of class.
Rhythm Accuracy	I played the right rhythms. My notes were the right. 4,3,2,1, 1/8 notes	I played a couple wrong notes, but it didn't make the performance sound bad.	I played a few wrong notes, and you could notice it in the performance.	I played several wrong notes, and it made the performance sound bad.
Pitch	My fretting/fingering/singing was always right, no errors. Pitch is very accurate.	One or two wrong pitches, but it didn't make the performance sound bad.	Several pitch mistakes that were quite noticeable.	Many pitch mistakes. Only a few correct. Very noticeable in performance.
Articulation	I always enunciated my words and was clear and understandable. My playing was clear.	I usually enunciated my words and was clear and understandable.	I sometimes enunciated my words and was clear and understandable.	I rarely enunciated my words and was clear and understandable.
Expression	Compared to how we practiced: My tempo (speed) was steady. My dynamics (louds and softs) were played correctly.	Compared to how we practiced: My tempo (speed) was usually steady. My dynamics (louds and softs) were mostly played correctly.	Compared to how we practiced: My tempo (speed) was sometimes steady. My dynamics (louds and softs) were sometimes played correctly.	Compared to how we practiced: My tempo (speed) was rarely steady. My dynamics (louds and softs) were rarely played correctly.
Tone Quality	Tone is consistently focused, clear, and centered throughout the range (high to low notes) of the instrument/vocal. Tone has professional quality. I sounded good.	Tone is focused, clear and centered through the normal playing range of the instrument. BUT the highest or lowest in range sometimes caused tone to be less controlled. Tone quality didn't make the performance sound bad.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal playing range. Highest or lowest in range are usually uncontrolled. Sometimes the tone quality made the performance sound bad.	The tone is often not focused, clear or centered regardless of the range being played, took away from the overall performance.

Performing Arts/Choral In-Class/Performance Assessment

Name _____ Gr. _____ Performance _____ Date _____

Self Teacher Peer

A. Skills: Key- *use performance rubric 4,3,2,1*

(Wing 1 - Music Language and Performance Skills)

1. Rehearsal/Performance Skills: _____
2. Fluidity (Flow) _____
3. Rhythm Accuracy: _____
4. Pitch: _____
5. Articulation: _____
6. Expression: _____
7. Tone Quality: _____

Total A Skills..... _____/28

B. Participation and Performance:

(Wing 4 – Valuing Musical Experience)

Key: 3-Achieved/Surpassed 2-approaching 1-minimal/partial 0-not achieved/none

1. Punctuality: I came on time to the school and warm-up room. _____
2. Dress/Attire: I wore correct attire for the concert. _____
(black/black, no hat, no gum)
3. Materials: I had all my music, instrument, etc. _____
4. Focus/Attitude: I was focused, productive, positive, ready to play, to be there, to have fun (both during when we played and when I was part of the audience.) I wanted to put on a good show. _____
5. BONUS: I volunteered in an extra job (stage crew/door) _____

Total B Participation and Performance..... _____/12

TOTAL A and B..... _____/40