

Alternative Concert Assignment

Choir is a participation-based class; our work in class is meant to culminate (end) in a public performance of the music that we prepare. At the same time, your grades should reflect what you know and what you can do based on that knowledge. A concert is a public demonstration of what we can do as a group, not a reflection on what you are able to do independently. As a result, I do not count a concert as part of your summative grade (80% of the overall grade)—in choir, a concert falls into the category of formative assessment (20% of the overall grade), and will be a large percentage of that grade.

There are conflicts which can keep students from attending a concert, and many of these conflicts are outside of a student's control. It is fair to expect a student to complete a meaningful assignment in place of a missed concert. Students that miss a concert for an excused reason (advance notification of family vacation, illness, family emergency) can earn up to full credit through the alternative concert assignment. Students that miss a concert for unexcused reasons (any other reason) can earn up to 85% of the points for the concert through the alternative concert assignment.

This assignment requires you to attend or watch another school-related concert at the middle school, high school, or college level. While we support attendance at other music performances at our school, the concert used for this alternative assignment should be a concert by a group outside of our school family. If a student cannot attend a live concert, they can watch a full concert online (At least 30 minutes in length) or on television (e.g. Holiday performances on PBS). If you have any questions about the appropriateness of a concert, please contact your teacher.

Learning Target: As I missed or will miss the concert, I can attend/watch another school-related concert and reflect on that performance and reflect on how that performance could impact our music program.

Alternative Concert Assignment

Student Name: _____

Choir Hour: _____ A or B

1. Date of Performance: _____

2. Location of Performance: _____

3. Time of Performance: _____

4. If a video, provide a link/address for the video: _____

5. Age Level of Ensemble: (Circle One):

Middle School

High School

College

6. Ensembles/Groups Involved in the Performance:

Name of Ensemble	Approximate Number of Musicians in Group

7. If you watched a choir (or choirs), did they perform a cappella (without accompaniment), with a piano, with an orchestra, or with other instruments? Please describe what you saw.

8. If you watched a choir (or choirs), did they perform with or without sheet music?

9. If you watched a choir, how did they receive their starting pitch?

10. What apparel did the ensemble(s) wear for the concert? Did the apparel influence the performance? If so, how?

11. If you watched a band or orchestra, what types of instruments were in the ensemble? Please describe what you saw.

12. How many songs did the ensemble or each ensemble perform?

13. In music, we talk about acting with “decorum” (correct behavior, good manners, respect) at all times, with special attention to how we act while performing. How did the ensemble(s) behave while on stage? What behaviors (good or bad) grabbed your attention?

14. What was your favorite selection/song from the concert? Please describe why it was your favorite.

15. What did you find to be surprising, inspiring, or confusing about the concert that you watched/attended?

16. What can you bring back to our music ensemble based upon what you saw in this concert?

17. Parent/Guardian Verification:

I verify that my child attended or watched the performance described on this make-up assignment.

Parent/Guardian Signature

Date

Assessment

50% of Concert Grade	70% of Concert Grade	85% of Concert Grade	100% of Concert Grade
Alternative assignment not attempted	<p>Unexcused absence: completed assignment with mixed effort (some answers show quality work, other show minimal effort)</p> <p>Excused absence: assignment complete with minimal demonstrated effort (one word answers, "I don't know," etc.)</p>	<p>Unexcused absence: completed assignment with thoughtful answers demonstrating quality work</p> <p>Excused absence: completed assignment with mixed effort (some answers show quality work, other show minimal effort)</p>	<p>Excused absence: completed assignment with thoughtful answers demonstrating quality work</p>