

# Concert Make-Up Assignment

Students must complete at least ten tasks on this paper. All seven tasks from the first category must be completed, and at least three in the second category must be completed for full credit.

Complete ALL of the following tasks - seven tasks total (should be completed on a separate piece of paper - can be typed, or neatly handwritten):

- Explain the concert logistics for your class (where does your class start, which row lines up first etc.). Be thorough.
- List all the details for where the concert is located, what time it starts and the call time for students.
- Find and write down the translation for any song your class is performing in a foreign language.
- List the composer and/or arranger of EVERY song your class is performing at the concert. Research the composers and say when they were born, list all the pieces they have composed/arranged, and write a one paragraph biography in your own words.
- Choose one piece that your class has worked on and write out all the solfege for your voice part.
- Choose one piece that your class has worked on and write out all the rhythms (p.1 & 2 use Takadimi; all other periods use counts - 1 + 2 +, etc.) for YOUR voice part in the piece.
- List every dynamic marking (Piano, forte, etc.) and in what measure they occur for EVERY piece that your class is performing.

## AND

Choose at least three of the following prompts (in either category below):

If choosing one or more of the following prompts, select one of the pieces your class is performing in this concert:

- Write two or more paragraphs about the meaning of this piece and how it relates to you. In at least two paragraphs, discuss some of the challenges you and/or the class had with learning this piece. In at least two paragraphs, describe what you enjoy/do not enjoy about this piece and why. (At LEAST 6 paragraphs total)
- Play your part on the piano or keyboard, record it and send it to [powersnz@scps.k12.fl.us](mailto:powersnz@scps.k12.fl.us). Please play in the correct key; accuracy counts.

If choosing one or more of the following prompts, complete for EVERY piece your class is performing:

- Record yourself singing your part and send it to [powersnz@scps.k12.fl.us](mailto:powersnz@scps.k12.fl.us).
- Draw a map (with important measures marked) of the overall dynamic shape of the piece and include the dynamic markings. Please use color.
- Go on YouTube, find at least 3 recordings and write down the link. In three handwritten pages, **or** one single-spaced typed page (for each class song), give a full critique of the videos with both positive and critical feedback. Compare and contrast the videos with our performance level and with the other videos.