

Rush-Henrietta High School Bands Make-Up Assignment Form

Name: _____ Date: _____

This assignment is due no later than ONE WEEK after missed performance.

If you have any questions, you should speak to me ASAP.

I, _____, have received this information on the date listed above, and I understand that this make-up assignment grade is in lieu of a performance and/or rehearsal. I understand that if I do not submit my project to Mr. Cannan no later than ONE WEEK after the missed performance, I will receive an incomplete (INC) as a grade for this required performance assessment.

Student Signature

Date

Director's Signature

Date

Rush-Henrietta High School Bands

Make-Up Assignment for Performance

Name: _____ Date: _____

Make-up Assignment Guidelines:

1. All make-up projects are due no later than one week after the missed performance. If no project is turned in, an incomplete "INC" will be entered for the performance.
2. All make-up projects should be of "publishable" quality, meaning they are good enough to be laminated and displayed in the band room or published on the Band Webpage. Students should be sure that all text is in their own words and is edited for sentence structure, punctuation and spelling. Plagiarism will result in an automatic failure.
3. Help with ideas or resources are available from Mr. Cannan
4. You will receive full points and no grade penalty for the missed performance as long as you turn in a quality project by the deadline.

A student missing a performance should complete one of the following projects below AND the Reflection and Self-Assessment

- Create a powerpoint with pictures and text describing the life & music of a composer of your choice. Highlight several of his/her prominent pieces of music. The powerpoint should include information about the composer's early life, education, mentors, successes and failures through his/her career. Please include several slides about the most important pieces and why they are viewed in that light today. The powerpoint should be approximately 20 slides and include MLA citations at the end. The powerpoint should be emailed to Mr. Cannan at scannan@rhnet.org Some suggestions would be: Gustav Holst, Ralph Vaughan Williams, Aaron Copland, John Phillip Sousa, John Williams, Robert W. Smith, James Swearingen, James Curnow, Percy Aldridge Grainger, or Alfred Reed.
- Select a composer from the list below. Write a 4-5 page biographical research paper about the composer's life and highlight several of his/her most prominent pieces of music. Your paper should include information about the composer's early life, education, mentors, successes and failures through his/her career. Please include information about the most important pieces and why they are viewed in that light today. The paper should be approximately 4-5 pages, typed with 12 point font, 1 inch margins and include MLA Citations. The paper must be emailed or given in hard copy to Mr. Cannan (scannan@rhnet.org). Composer List: Igor Stravinsky, Antonín Dvorak, Morton Gould, Karel Husa, Alfred Reed, Henry Filmore, Karl L. King.
- 1)** Choose a performer that plays your instrument from the "Listening Guide for Young Classical Musicians" located on page three of this hand-out. **2)** Research this performer to find the following information: **a.** Where are they from? **b.** How did they start playing music? What's their story? **c.** Why are they famous, and how did they become well-known on their voice/instrument? **d.** With whom do they perform with now, and in what genres? **3)** Listen to several recordings of this performer and choose one on which to reflect. **a.** What is the title of the piece and the composer and arranger (if there is one). If it is a movement of a larger work make sure to write the title of the larger work as well (for example: "I. Allegro Moderato" from *Partida in a minor for Flute* by Johann Sebastian Bach). **b.** Describe their tone: Is it rich and full or thin and airy? Is it Pure or does it contain impurities? Is it pleasant to listen to? Why or why not? **c.** Describe their technique: Is it clean and crisp, or muddy and dirty? Can you hear all of the notes or not? **d.** What do you enjoy or not enjoy about this performance? Discuss both the playing itself and also the musical composition. **4)** Last question: What would it take for you to start to sound like that performer. What are some steps you could take to go that direction? Compile all of the answers into ONE essay and email it or give a hard copy to Mr. Cannan (scannan@rhnet.org)
- Record yourself playing all of the music that you missed during the performance/rehearsal. It should be turned in on CD or comparable format that Mr. Cannan can use to listen. (mp3's are acceptable)

Please check which project you will do and use this form as your cover.

Suggested Listening Guide for Young Musicians

Flute/Piccolo

Julius Baker
James Galway
Immanuel Pahud
Jean-Pierre Rampal
Laurel Zucker

Oboe/English Horn

Heinz Holliger
John Mack
Wayne Ropier
Thomas Stacy
Allen Vogel

Bassoon

Christopher Millard
Frank Morelli
Klaus Thunemann

Clarinet/Bass Clarinet

Jack Brymer
Larry Combs
Eddie Daniels
Reginald Kell
Richard Stoltzman

Saxophone

Claude DeLangle
Timothy McAllister
Sigurd Rascher
Eugene Rousseau
Styliani Tartsinis

Horn

Dennis Brain
Erik Ruske
Richard (Rick) Todd
Barry Tuckwell

Trumpet

Maurice André
Adolph Herseth
Wynton Marsalis
Rolf Smedvig
Allen Vizzutti

Trombone

Joseph Alessi
Christian Lindberg
Jorgen van Rijen
Charles Vernon

Euphonium/Baritone

Brian Bowman
Stephen Mead
Demondrae Thurman
Matt Tropman

Tuba

Iystein Baadsvik
Roger Bobo
Velvet Brown
Arnold Jacobs
Patrick Sheridan

Percussion

Equal Temperament Percussion Duo
Evelyn Glennie
Jonathon Haas
Nana Vasconcelos

Rush-Henrietta High School Bands

RHSBS Band Performance: Reflection & Self-Assessment Make-up Assignment

Name: _____ Date: _____

This assignment must be completed “in addition” to the make up assignment for performance and/or rehearsal.

POINT SYSTEM: (100 points)

Spelling: 20 points : _____

Organization: 40 points : _____

(Indent, introductory statement, supporting sentences, punctuation)

Content: 40 points : _____

(Use of appropriate music vocabulary; fully answer the question.)

Due: no later than one week after the missed performance

Question #1:

How have you felt about your personal preparation for this performance? What has your preparation or lack of preparation taught you?

Question #2:

How did you like/dislike each of the pieces of music that we were performing? Comment on the choice of music. Were the pieces too easy, too hard or appropriate for the ensemble observed? Were the pieces diverse or very similar?

Question #3:

Overall, what have you found to be the most challenging part of this music and performance?

Question #4:

What advice would you give to future band students as they prepare for the same or similar music. Write a full paragraph describing your tips for future students. BE VERY SPECIFIC (EXACT). Be sure to include an introductory sentence, and at least 2 sentences to support your introduction.

**All questions and answers should be typed on a separate sheet of paper.
Please use this form as the cover for your answer sheet.**

HS Band – Make-up Project Rubric

	1	2	3	4
Content	Project is exclusively an expression of personal ideas or information from published literature; little critical analysis provided.	Project is an expression of personal ideas with some original thought and analysis.	There is evidence of a good command of critical thinking skills in the presentation of material and supporting statements.	Ideas expressed represent a keen and insightful analysis and synthesis of original ideas, and information elicited from research. There is evidence of both depth and breadth of understanding through several examples.
Organization	Ideas are not linked to one another. The lack of organization makes the essay difficult to read.	There is minimal organization and ideas are loosely linked to one another.	There is a beginning, middle, and end. References are effectively placed in order to strengthen arguments.	The overall “plan” for the project is both implicit and evident. The overall organization facilitates the reading.
Fluency	Writing is disjointed and difficult to follow. Parts need to be re-read in order to be understood, thus interrupting the chain of thought.	For the most part writing is disjointed and difficult to follow. Parts need to be re-read in order to be understood, thus interrupting the chain of thought.	The project flows smoothly and holds the reader’s attention. The writer seems to regularly draw from experience and knowledge.	Writing is eloquent yet succinct. Writing exhibits command of grammar, usage, style, and language. Ideas, claims, and conclusions follow logically and naturally from evidence. The writing has a rhythm to it.
Editing/ Proofreading	Errors of style or grammar are frequent enough as to interfere with the reading of the project. MLA style appears to have been ignored.	Errors of style or grammar are frequent enough as to interfere with the reading of the project. MLA style is loosely followed.	The few errors of style or grammar do not interfere with the reading of the project. MLA style is generally followed with only a few inconsistencies.	Project is free from errors. MLA style is accurately applied throughout.
Quality of writing	Project contains so many mechanical/editing errors that it interferes significantly with the reading.	Project contains many mechanical/editing errors.	Project contains a few of mechanical/editing errors but they do not detract from the writing	Project is free from errors.