Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_

Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MARCH WORKSHEET

Describe the different sections of a standard march, using the piece Fairest of the Fair as an example for this. Use basic terms, key signatures, forms and meters to describe how Fairest of the Fair relates to the standard march.

FAIREST OF THE FAIR (John Phillip Sousa):

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_

Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Halfway Point Self-Evaluation Sheet

In the following space provided, provide comments about your performance and ensembles performance. Mention strengths as well as weaknesses. This will remain anonymous. These comments will be given into consideration and then distributed to the ensemble next week. Also give considerations to what you think the direction we take this music should be.

Variations on a Korean Folk Song:

Strengths:

Weaknesses:

Ideas:

Abram’s Pursuit

Strengths:

Weaknesses:

Ideas:

Fairest of the Fair

Strengths:

Weaknesses:

Ideas:

Chorus Angelorum

Strengths:

Weaknesses:

Ideas:

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_

Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Four-Week Essay Project

Pick one of the following paper topics and write a two-page essay over it. The sources to be used can be found in the library, online (USING APPROPTIATE SITES. WIKIPEDIA, FACEBOOK, AND BLOGS ARE NOT APPROPRIATE. PLEASE COME SEE ME BEFORE USING AN ONLINE INTERNET SITE.), or in other various media sources. The essay should be three pages, double-spaced, with twelve point Times New Roman font. One-inch margins should also be used. If there is any other questions do not wait to ask me. Keep this page and staple it to the front of your essay with the topic that you chose circled.

1. Variations on a Korean Folk song is in a form called “Theme and Variations.” Thoroughly describe what Theme and Variations is, how it is used in Korean Folk Song, using specific places within the piece. Find two examples of outside music and discuss how they are in Theme and Variations as well. One should be of Classical/Wind Band Music, while another should be of Pop Culture Music.
2. Briefly discuss how the march has influenced American music and other music around the world. Give a brief history, brief biography of John Phillip Sousa, how the march is used today, and a discussion of at least FIVE popular marches still heard today.
3. Folk songs have been around for a very long time. Briefly describe the history of at least FIVE folk songs. There should be a discussion of their history, place of origin, influences of the past and present and whatever you may feel be necessary for this discussion.
4. For this assignment you will need to write FOUR pages. Provide a one-page biography one each of the composers. The paper should contain a brief history of their lives, the works they have completed, discussion of which works are well known and which are not and anything else you may find relevant for this assignment.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_

Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Self-Evaluation Sheet

In the following space provided, provide comments about your performance and ensembles performance. Mention strengths as well as weaknesses. This will remain anonymous. These comments will be given into consideration and then distributed to the ensemble next week. Give thought to what things were good and bad and what things should stay the same or be changed for future ensembles playing this music.

Variations on a Korean Folk Song:

Strengths:

Weaknesses:

Ideas:

Abram’s Pursuit

Strengths:

Weaknesses:

Ideas:

Fairest of the Fair

Strengths:

Weaknesses:

Ideas:

Chorus Angelorum

Strengths:

Weaknesses:

Ideas:

Andrew Sloniker

2/26/11

One Page Synopsis

MusEd 492

Dr. Vondran

Unit Curriculum Project Synopsis for Presentation

Basis for the Concert:

The main musical element focused on in the project was the use of meter; more specifically mixed meter. Three of the four songs contain some variety of meter within the piece its self. The meter used is this concert was 2/4 (Sousa), ¾, 6/8, 3/2 (Chance), ¾, 4/4 (Hazo), ¾, 2/4, 4/4 and 5/4 (Holsinger). The concert was used to help introduce students to mixed meter pieces where for the most part there is not a single meter used for an entire song.

The Pieces:

I choose a total of four pieces to be used on this concert. The concert order would be:

* Variations on a Korean Folk Song *by John Barnes Chance*
  + This is a piece that students should become familiar with at least once within their high school playing career. It contains several different meters that students should understand and practice to become good musicians.
* Fairest of the Fair *by John Phillip Sousa*
  + I felt it was very important to include a march on most concerts. They are a standard part of wind band literature and how wind bands have developed over the years. *Fairest of the Fair* is one of my personal favorites with a 2/4 time signature, which also opens the door to the topic of cut time as well. The piece is also an excellent example of the standard march, which I believe students should be familiar with.
* Chorus Angelorum *by Samuel Hazo*
  + This piece was brand new to me. After a deep analysis I found that this is a great way to help students learn how to perform on the instruments. The piece contains rich melodies and harmonic lines that while teach good musicianship, also have a personal reflection from the composer as well. The program notes state that the dedication of this piece is to a 9th grade student who was tragically killed in a car accident. The symbolism in this piece I feel can help get students to understand how music played.
* Abram’s Pursuit *by David Holsinger*
  + I wanted a piece that ended the concert that ties the concept of meter and mixed meter passages together. This is a perfect example of this. *Abram’s Pursuit* is a face paced, driving piece that combines 2/4, ¾, 4/4 and even 5/4 time. Students will have a challenge being able to navigate through these passages accurately. In the end though students will want to keep playing the piece because of it catchy melodic lines, fast tempo and loud dynamics. There are also other concepts that can be taught with the piece such as Hemiola and Pulse.

Assessment

* Besides for standard playing tests I also included a variety of formative and summative assessment activities for students to complete. All students were instructed to complete a March worksheet that dealt with different parts of the march and how they relate to one another. Also students were asked to complete a four-week essay about one of topics given to them. This would include them going into libraries, online and using other media outlets to find the necessary information within a given boundary. Students were also asked to fill out two self-evaluations. The basis of this was to have them evaluate their own performance and the ensembles performance and also provide me with different ideas to help improve the ensemble.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_

Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Playing Test Evaluation Sheet

Students must perform a small; self created excerpt-showing knowledge of concert scales, meter and rhythm. The excerpt should be no more than 20 measures long, should contain at least three of the concert keys discussed in class as well as at least three meters as well. Rhythm values are up to the students. Staff paper will be provided and a copy of the excerpt should be made for the teacher as well. Students will sign up for a playing test time in the coming weeks.

Use of Rhythm \_\_\_\_\_\_\_\_/10

Use of Scales \_\_\_\_\_\_\_\_\_/10

Use of Meter \_\_\_\_\_\_\_\_\_/10

Accuracy \_\_\_\_\_\_\_\_\_/10

Originality \_\_\_\_\_\_\_\_\_/10

Total: \_\_\_\_\_\_\_\_\_/50

Additional Comments: