

AMU 4M Course Assignments

Practice Schedule

Practice schedules or practice journals should be easy to use and easy to read so that you can clearly record and review results. Ease of use and clarity will make this practice tool effective. Schedules should be brought to the teacher to be reviewed during the course to make sure that you are using this strategy effectively. It will be submitted in the final package at the end of the course.

You must create a practice schedule that includes the following:

- tracking of long and short term goals
- indicate recent past, current and future pieces and/or studies
- include analysis of pieces and/or studies (difficult sections, scalar sections, dynamics, style, ornaments, etc) Use highlighter, pencil etc. to make marks on the page.
- scales, arpeggios, and other technical exercises
- current metronome settings for all pieces, studies and technical work daily
- length of practice sessions, time and date of sessions
- major instrument and/or minor instruments
- with or without accompaniment
- any other pertinent information you would like to track

Post Secondary Music School Research

You have chosen this course because you are planning to audition for a music program at the post secondary level. You will be required to complete this assignment to help you decide where you will be doing your auditions. You will submit this portion of the course in a table format so the information is clear to review and compare. Research as many schools as you wish. Only schools that you are **seriously** considering should be in the table.

Some important factors to consider in your decision making process are:

- what concentration are you considering, performance, education, history, theory, therapy, theory and composition, sound acoustics and recording technology
- major instrument instructor
- jazz verses classical
- scholarships
- entrance requirements
- residence/dormitory
- fees
- transportation/commuting
- distance from home
- transferring of credits across provinces/schools

- concurrent education programs
- layout of campus
- long distance audition
- audition requirements
- academic, musical theory and skill pre-requisites

AUDITION

When applying to a music program there is always an audition. This is your opportunity to demonstrate your skills on your principal instrument for a jury that will decide if you are ready, musically, for the post secondary education environment.

You need to prepare various requirements for various schools or programs.

For classical programs you need 3 or 4 contrasting pieces to choose from, all major and minor scales, triads and perhaps some sight reading.

For Jazz programs you need to play 3 or 4 contrasting styles (including straight and swing feels), improvise, all major, minor scales and triads.

Students are required to record an audition as part of this course. The recording must be done on video with the appropriate sound video and sound quality to accurately represent the subject(s). You must provide an accompanist. This portion of the course requirements should be approached as if you were using this as your audition submission for a post-secondary institution.

Performance Etiquette

Although this may seem like common sense to some, this is a very important part of performance which is part of an audition. The student needs to do some basic research on this topic and then discuss their findings with the teacher before completing their audition tape and culminating activity. This portion of the course is complete through oral assessment with the teacher.

THEORY PREPARATION

Students are required to achieve the equivalent of Grade 2 Rudiments. (Royal Conservatory of Canada) Students will study and then write an exam at the end of this course. It is the responsibility of the student to practice and study the required knowledge under the guidance of the teacher. Students who have completed this portion of the course in private lessons may submit their mark from the RCM exam which will exempt them from the exam.

CULMINATING ACTIVITY

Students need to design a performance that features their skills and knowledge of the principal instrument.

Pre Show

Students need to submit a well thought out synopsis of their performance. It should include, theme, venue, song selection, genres, accompaniment, promotion, accounting, support crew, lighting, dates for the performance and the rehearsals, sound check schedule, and length of the show. Please include any other pertinent information not listed above.

Show Time - THIS IS THE EVALUATION OF THE PERFORMANCE.

Students need to consider the following: timing, ticket sales or cover charge, payment to accompanists, delivery the program in a professional manner, programs, organization of the technical and support crew, stage set up for each song, technical requirements for each song.

* REMEMBER - you can only be in one place at a time and since you need to be on stage, you need to delegate to get things to happen smoothly. If you try to do it all, you will not have an entertaining, quality production.

Post Show Reflection

For an effective reflection, make sure you can measure your success by making notes during the planning process, practicing/rehearsals, and then the final performance. You may use anecdotal notes, recordings, surveying of peers and audience members, etc. as tools for reflection, rather than your memory of the whole process.

Answer the following questions in paragraph form. Treat it as a personal critique. Include positive comments as well as constructive criticism. This is meant to be a reflection for the purpose to improve and not a negative dissection of the whole experience. Submit in your final package at the end of the course.

Professionalism

Why did you choose that venue? Was it an appropriate venue? Why or why not?
What costs did you incur? (give a detailed breakdown of your accounting if costs where incurred)

Do you feel that your theme was addressed appropriately? Why or why not?

Do you feel the event was well organized?

Audience

How was the attendance? Did it meet, exceed or fail your expectation?

Was your ticket or door price fair? Do you feel it affected your audience attendance positively or negatively?

Do you feel the audience enjoyed the performance? Why or why not?

Performers

Did your accompanists perform to your expectations? How did or how did they meet, exceed or not meet your expectations?

Did you convey and communicate a professional dress standard, that fit the theme, for yourself and the others performing with you?

Self-Improvement

What would you improve if you had the chance to do this performance again?

How does this experience improve your level musical performance and self-promotion?

How does this experience prepare you for a career in music?

Submission Package List

Practice Schedule / Practice Journal

Post Secondary Research Table

Video Audition

RCM Grade Two Rudiments Exam (See Teacher)

Culminating Activity Pre Show Synopsis

Performance Evaluation (See Teacher)

Post Show Reflection