



Overtones

A RESOURCE FOR CHORAL CONDUCTORS AND EDUCATORS

Connecting the Ontario Vocal Festival and the Ontario Curriculum

Are you looking for something to keep your students engaged when they are not performing at the Ontario Vocal Festival?

Do you want to develop your students' critical listening and thinking skills?

Does your administration require that your students complete an assignment while on a field trip?



The Ontario Vocal Festival has compiled a series of activities and assignments that your students can complete while at the festival that will encourage and develop students' critical listening and thinking skills.

The attached assignments emphasize the use of musical vocabulary, develop students' critical listening and thinking skills, and promote cross-curricular literacy skills.

Thank you to Andy Rush (Limestone DSB) and Matt Drysdale (Waterloo Region DSB) for their contributions to this issue of *Overtones*.

ONTARIO VOCAL FESTIVAL 2009

Concert/Chamber West

*Galt Collegiate Institute
Cambridge, Ontario
Monday, February 23-
Tuesday, February 24*

Concert/Chamber East

*Bowmanville High School
Bowmanville, Ontario
Wednesday, February 25-
Friday, February 27*

Vocal Jazz

*Glenforest Secondary School
Mississauga, Ontario
Tuesday, March 10-Wednesday, March 11*

Overtones is a quarterly publication of the Ontario Vocal Festival. To contribute to Overtones or to suggest a topic for an upcoming issue, please contact Michael Green at mgreen@ovf.on.ca

ONTARIO VOCAL FESTIVAL

www.ovf.on.ca

Festival Assignment

Adapted from A. Rush 1

Name: _____

Your role at the festival:

- a. to listen carefully to other choirs
- b. to get repertoire ideas
- c. to meet and converse with other choral musicians
- d. to warm up and perform at the festival and in the clinics
- e. to be a better choral musician at the end of the day
- f. to complete the attached assignment

1. REPERTOIRE

Write down the titles of at least FIVE songs and rate them using the rubric below. Include comments about what you like about each song.

Song 1:

Title: _____

Performed by: _____

Circle the response that fits:	A cappella					accompanied	
Difficulty:	Easy	1	2	3	4	5	Difficult
Audience Appeal:	Not appealing	1	2	3	4	5	A crowd pleaser
Appropriateness for our choir:	Let's not	1	2	3	4	5	We should do this!

Comments: _____

Song 2:

Title: _____

Performed by: _____

Circle the response that fits:	A cappella					accompanied	
Difficulty:	Easy	1	2	3	4	5	Difficult
Audience Appeal:	Not appealing	1	2	3	4	5	A crowd pleaser
Appropriateness for our choir:	Let's not	1	2	3	4	5	We should do this!

Comments: _____

Song 3:

Title: _____

Performed by: _____

Circle the response that fits:	A cappella					accompanied	
Difficulty:	Easy	1	2	3	4	5	Difficult
Audience Appeal:	Not appealing	1	2	3	4	5	A crowd pleaser
Appropriateness for our choir:	Let's not	1	2	3	4	5	We should do this!

Comments: _____

Song 4:

Title: _____

Performed by: _____

Circle the response that fits:	A cappella					accompanied
Difficulty:	Easy	1	2	3	4	5 Difficult
Audience Appeal:	Not appealing	1	2	3	4	5 A crowd pleaser
Appropriateness for our choir:	Let's not	1	2	3	4	5 We should do this!

Comments:

Song 5:

Title: _____

Performed by: _____

Circle the response that fits:	A cappella					accompanied
Difficulty:	Easy	1	2	3	4	5 Difficult
Audience Appeal:	Not appealing	1	2	3	4	5 A crowd pleaser
Appropriateness for our choir:	Let's not	1	2	3	4	5 We should do this!

Comments:

2. MOCK ADJUDICATION

For at least two choirs, do a full adjudication by filling in the attached adjudication forms. Write in the three titles, the name of the group, its school and the number of singers in the group. Make a rating in all of the categories in the rating box, and write out three clear, sentence form responses about what you observe and hear in this choir. What is great and WHY? What could be improved and why?

3. ESSAY

Please write a short (200-250 word) essay summarizing your assessment of our performance, warm up and clinic at the OVF. Please use correct essay format and musical terminology.

***Ontario Vocal Festival
Evaluation Form-
Concert/Chamber Choirs***

Group Name: _____

School Name: _____

Evaluator: _____

Size of Group: _____

Selection 1: _____

Selection 2: _____

Selection 3: _____

Performance Summary:

	<i>LEVEL 1</i>	<i>LEVEL 2</i>	<i>LEVEL 3</i>	<i>LEVEL 4</i>
<i>Tone</i>				
<i>Intonation</i>				
<i>Rhythm/Pulse/Time Feel</i>				
<i>Balance/Ensemble</i>				
<i>Style/Interpretation</i>				
<i>Phrasing</i>				
<i>Breathing</i>				
<i>Dynamics</i>				
<i>Communication</i>				
<i>Repertoire</i>				
<i>Appearance</i>				
<i>Accompaniment</i>				

Comments:

Concert Report

Adapted from M. Drysdale 1

The main idea of the concert report is to give you the experience of live music and to test your ability to use what you learn in class in such an environment.

The grade for the concert report will be broken down as follows:

1. Evidence of attendance. Include a page with your document outlining the complete program.

2. Impressions/Critical listening. I would like your personal impressions of the concert and some critical assessment of what you hear. This is the majority of the grade on the report. I very much like to see **MUSICAL TERMINOLOGY** used here. Elaboration of opinions is important. It is not enough to simply state that you did or didn't like something. You need to tell us why (using musical language) you did or did not like something.

3. Background information. I would like you to do some background research on one or more of the composers or pieces you hear on the program. This may include a brief biography of the composer, other significant works by the composer, the composer's reasons for writing the piece you heard performed, and so forth.

4. Grammar, spelling, punctuation, logical sentence structure, and other correct usage of elements of the English language (absolutely no "web-talk").

Do **not** neglect to proofread your reports. Please use a peer editor. Make sure that you are writing complete and coherent paragraphs.

Suggested Organization of Paper:

1) Background information; 2) Observations on each piece; 3) General observations to conclude

Comment on every piece on the program! I cannot emphasize the importance of this enough. You do not need to go in depth on every piece, but you do need to at least mention and comment on each one.

Papers must be at least one page long, double-spaced, *no more than two pages*.

Most importantly, **HAVE FUN** at the concert and enjoy yourselves. These reports should be a gateway for all of you to love and enjoy this music rather than a tedious chore.

Adjudication Assignment

Adapted from M. Green 1

As an expert in the elements of music and good vocal production, and with your background in choral music, you are now ready to be an adjudicator.

While at the Festival, you will be adjudicating **two** other choirs (Please select choirs from different schools or organizations).

There are two parts to this assignment:

1. Complete the attached adjudication form during or immediately following the performance of your selected choir.
2. Use the adjudication form to write a “script” for an adjudication session with the choir.

Helpful Hints for Writing an Adjudication Script

- This is not an essay! Feel free to simply make a list of sentences that you would like to tell the choir and director.
- Be specific! Make specific comments about specific areas of improvement (e.g.: Where do they need to improve their dynamics?).
- Write in SECOND person! (e.g.: The tempo *you* chose for the second section was very effective).
- Use your adjudication form to help guide your script
- Start by commenting on at least ONE good thing, before criticizing areas for improvement
- Do not use empty phrases (e.g.: The piece sounded pretty); use musical terms in your adjudication
- The adjudication script should be about one page in length.

Through this assignment, you will demonstrate your knowledge of musical terms and elements, your active listening skills and your critical thinking skills.

**Ontario Vocal Festival
Evaluation Form-
Concert/Chamber Choirs**

Group Name: _____

School Name: _____

Evaluator: _____ Size of Group: _____

Selection 1: _____

Selection 2: _____

Selection 3: _____

Performance Summary:

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<i>Tone</i>				
<i>Intonation</i>				
<i>Rhythm/Pulse/Time Feel</i>				
<i>Balance/Ensemble</i>				
<i>Style/Interpretation</i>				
<i>Phrasing</i>				
<i>Breathing</i>				
<i>Dynamics</i>				
<i>Communication</i>				
<i>Repertoire</i>				
<i>Appearance</i>				
<i>Accompaniment</i>				

Comments: