

# lafayette choir

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## **Choral Department Portfolio Assignment**

This assignment will be forwarded to your English teacher for inclusion in your portfolio. Please keep this in mind when preparing your assignment.

Consider your audience, development of your ideas, organization, appropriate sentence structure, grammar, word choice, and punctuation. Please do more than one draft of this paper. We do not want to see “draft” quality work. Please refine this work prior to turning it in.

Each writing assignment must be turned in with the completed Portfolio Appropriate Writing Cover Sheet attached. (See attached)

This writing assignment is worth 100 points (a significant portion of your grade). This is the highest point value of any written work that will be turned in this semester and therefore carries more weight. It is not to be taken lightly Your writing will be scored based upon the Kentucky Holistic Scoring Guide. (See Attached).

Your writing assignment **MUST** be typed. The review should be at least two pages, double-spaced, in a 12 point, traditional font. This assignment is due: \_\_\_\_\_.

### **Assignment:**

This semester each choir student is required to attend one classical vocal music event outside of school. Following the event, a written concert review will be submitted along with the concert program, for fulfillment of the LHS writing portfolio requirement. Equally, if not more, importantly is the opportunity students are getting to experience such quality choral and vocal music in the community.

Write a critical review of a classical music concert you have attended for the choral department newsletter. Include such details as performers, repertoire, venue, quality of performance, memorable moments, etc. Use musical terminology to describe what you hear rather than to simply say it was “beautiful” for example.

A list of performance opportunities can be found on the choir website:

[www.lafayettechoir.org/students/concert\\_opportunities](http://www.lafayettechoir.org/students/concert_opportunities)

Many of the events are free and several offer discount tickets for students. If there is a concert or event that you would like to attend but it is not on our list, please ask in advance and we will determine if it meets the requirements of the assignment. You may NOT use a SCAPA or LHS production to fulfill this requirement.

# **How to Write A Concert Review**

## **A Student's Guide to Writing a Concert Review**

courtesy of Middle Tennessee State University <http://www.mtsu.edu/~sshearon/161crg.html>

The following is an outline of information and writing style that is usually part of a standard concert review:

### **1. Basic Information**

Who, What, Where, and When (and Why, if applicable). Who was performing? What was the event, and (especially) What were the performing media? When and Where was the event held? Why was the event held (any special reason)?

### **2. Critical Narrative**

The review should deal with aspects of the concert that are considered most important or striking. Be sure--always--to concentrate on musical matters, although brief discussions of other aspects of the concert may be included. In the process, talk about the works performed, how they were presented, how well the performers presented the music, and what made the performances effective or ineffective.

The use of first-person narrative is fine. When writing about events that occurred at the concert, use the past tense. (Example: "Although the trombonist was quite good, I thought that she was far too loud to blend well with the others in her section.")

But when writing about a particular musical composition or work of art, use the present tense. (Example: "In Beethoven's Fifth Symphony, the fourth movement in C Major seems to serve as a triumphal conclusion to the struggle of the preceding three movements in C Minor.")

Finally, Be Objective! Comparisons of pieces and performers should be avoided unless it is to make an argument regarding Music History or Analysis. Reviews are most effective when they are honest and show that you seriously engaged the music and performance.

### **3. Style**

Compose your review on scrap paper. Feel free to take notes during the performance. The final version should be done on a computer.

### **4. Length**

At least one full page in length, 12 point font, double spaced.

Prepared by Frank Horvat, ORMTA Central Toronto Branch Member.

For more information, please contact us at [info@ormtatoronto.org](mailto:info@ormtatoronto.org)

# Portfolio Piece Cover Sheet

Directions:

1. Please have students complete this form and attach it to any portfolio-appropriate writing. Collect the pieces with your comments, rubric, and grade.
2. Forward the collected student writing, your rubric, and prompt to Sherri McPherson (220).

Date Collected: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Name of course in which this piece was written: \_\_\_\_\_

Course Instructor's name: CHOIR \_\_\_\_\_

English Teacher's name: MARSH/HOWARD \_\_\_\_\_

Type of Writing (Check one and circle the form used)

**Transactive**

Letter                      Editorial                      Speech                      Feature Article

**Transactive with analytical and/or technical focus**

Research paper              Formal essay              scientific studies              other \_\_\_\_\_  
 Manuals                      Proposals                      Journal article

**Literary**

Play Script                      Short Story                      Poem

Audience for this writing (specify) \_\_\_\_\_

Purpose for this writing (specify) \_\_\_\_\_

Steps in Writing Process Completed (Circle all that apply and attach evidence to student work)

<i>Prewriting</i>	<i>Drafting</i>	<i>Conferencing</i>	<i>Editing/Revising</i>	<i>Publishing</i>
Examples: outlines, graphic organizers, brainstorming activities	Examples: rough draft, revised drafts	Examples: teacher comments, conference log, peer editing sheets,	Example Student corrections, teacher comments,	Final Finished piece

Student did not submit work.

Document attempts to collect work below. (working with student after school, phone calls home, etc.)

\_\_\_\_\_  
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