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Write a 3-5 page, (double-spaced or 1.5 is fine) report/critique of the event.

The paper should include the following:

- 1. Date and place of performance:
- 2. Name of group(s)/performer(s):
- 3. Ensemble type

4. A copy of the program or ticket stub (can be jpg, scanned pdf, etc.)

**Body of the paper:** Analyze/critique each piece (or 3-4 pieces or movements of larger works played in the concert) using terms and concepts from class.\*

Try to address some or all of these attributes:

- 1. Form/Structure of the Music
- 2. Tempo
- 3. Dynamics and other expressive devices
- 4. Rhythm
- 5. Melody
- 6. Harmony
- 7. Texture

8 Details which are specific to the performance you attend, such as the quality of performers/ensembles, acoustics, emotional impact on the audience, etc.

## **Concert Report**

|   | Concert Report  |   |   |  |   |  |  |
|---|---|---|---|--|---|--|--|
| Criteria  | Ratings   |   |   |  |   |  |  |
| This criterion is<br>linked to a Learning<br>OutcomeDescription<br>of criterion | Excellent: The<br>student chooses<br>and attends an<br>appropriate live<br>concert. The<br>student writes an<br>overall evaluation<br>of the event. The<br>student provides a<br>well-organized<br>overview of the<br>musical<br>performance and<br>provides a distinct<br>context for the<br>concert. The<br>student's use of<br>musical<br>terminology<br>shows a firm<br>grasp of basic<br>concepts learned<br>from reading and<br>listening<br>assignments. The<br>student integrates | Very Good: The<br>student chooses<br>and attends an<br>appropriate live<br>concert. The<br>student offers some<br>evaluation of the<br>event. The student<br>provides a well-<br>organized<br>overview of the<br>musical<br>performance and<br>provides a distinct<br>context for the<br>concert. The<br>student uses<br>musical<br>terminology<br>learned from<br>reading and<br>listening<br>assignments<br>appropriately.<br>While the student<br>provides | Good: The student<br>chooses and<br>attends an<br>appropriate live<br>concert. The<br>student does not<br>provide a clear<br>evaluation of the<br>event, but does<br>offer a well-<br>organized<br>overview of the<br>musical<br>performance. The<br>student provides<br>some context for<br>the concert and<br>uses musical<br>terminology<br>learned from<br>reading and<br>listening<br>assignments<br>adequately. The<br>student offers<br>some information | Average: The student<br>chooses and attends<br>an appropriate live<br>concert. The student<br>does not provide a<br>clear evaluation of<br>the event. The<br>student provides<br>some context for the<br>concert and offers an<br>adequately organized<br>overview of the<br>musical<br>performance.<br>Awkward use of<br>music terminology<br>learned from reading<br>and listening<br>assignments or used<br>inappropriately. The<br>student gives some<br>information about<br>the experience of the<br>concert or music<br>history but does not<br>integrate the | Below average: The<br>student chooses and<br>attends a concert th<br>does not fit the<br>requirements. The<br>student does not<br>provide an<br>evaluation of the<br>quality of the conce<br>and provides little<br>context for the<br>concert. The concer<br>review may not be<br>clearly organized.<br>The student may us<br>some musical<br>terminology learned<br>from reading and<br>listening assignmen<br>but does so<br>inappropriately. Th<br>student includes<br>information about<br>the experience of th<br>concert or the histo<br>of music but this |  |  |

|          | Concert Report   |   |   |  |   |  |  |
|----------|--|---|---|--|---|--|--|
| Criteria | Ratings  |   |   |  |   |  |  |
|          | information about<br>the experience of<br>the concert or<br>music history<br>smoothly into the<br>paper. The essay<br>is a pleasure to<br>read, with few<br>mechanical or<br>grammatical<br>errors. The<br>student submits a<br>copy of the<br>program or ticket<br>stub.<br>140.0 pts | information about<br>the experience of<br>the concert or<br>music history, s/he<br>may not always<br>integrate this<br>information<br>smoothly into the<br>paper. The essay is<br>easy to read, with<br>few mechanical or<br>grammatical errors.<br>The student<br>submits a copy of<br>the program or<br>ticket stub.<br>135.0 pts | about the<br>experience of the<br>concert or music<br>history but does<br>not integrate this<br>information<br>smoothly into the<br>overall review.<br>The essay is easy<br>to read with few<br>grammatical or<br>mechanical errors.<br>The student<br>submits a copy of<br>the program or<br>ticket stub.<br>130.0 pts | information<br>smoothly into the<br>paper. The essay is<br>less of a pleasure to<br>read than other<br>essays. Grammatical<br>errors may be<br>present but the<br>meaning is still clear.<br>The student submits<br>a copy of the<br>program or ticket<br>stub.<br>120.0 pts | information may no<br>be used<br>appropriately. The<br>essay may be<br>difficult to read.<br>Grammatical and<br>mechanical errors<br>may hinder or<br>distract from<br>meaning. The<br>student submits a<br>copy of the program<br>or ticket stub.<br>100.0 pts |  |  |



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