CONCERT REPORT

Instructions: Write 2-2½ pages detailing your observations about the college, university, or professional-level performance you attended. As often as possible, use musical terminology to make specific references to parts of the pieces that were performed, and draw explicit connections between your observations at this performance and information covered in class or elsewhere in your musical career. Make sure to include factual information about each piece you refer to.

Below are some things to think about while observing and include in your report (you should try to include as many as possible):

- Tone quality
- Intonation
- Breathing (when, how, & why?)
- Posture and Technique
- Watching/non-verbal communication
- Phrasing
- Dynamics
- Blend and Balance
- Articulation/Bowing
- Tempos
- Rhythm
- Professionalism/Presentation

Now, pick ONE of the things you wrote about. Tell me how you plan to improve on that area of your own musicianship between now and your next concert or jury performance.

- Be more specific than “I will practice every day.”
  Practice (or do) what, precisely? How? And why?
  How will doing that help you to improve your musicianship?

Show proof of attendance (ticket/stub and/or concert program clearly showing the event name, performing group, and date) before submitting your report. Proof of attendance is required in order to receive credit for the assignment.

Report must be TYPED, double-spaced, 12-point Times New Roman Font, with one inch margins on all sides. Be sure to include the standard heading with your name, period and date at the top of the 1st page.

Report is due within 10 calendar days of (or the first school day thereafter) the concert performance date. This is so that you still have a chance of remembering the concert when you are writing your report. All reports must be received by 3:00pm on the day of your course’s final exam each semester.

Reports may be submitted either printed or in digital format (email to gghsmusic@gmail.com) with the following as the subject: Concert Report – (your name).
**CONCERT REPORT GRADING RUBRIC**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Does not discuss any specific aspects of the performance as identified by the assignment handout</td>
<td>Discusses one specific aspect of the performance as identified by the assignment handout</td>
<td>Discusses two specific aspects of the performance as identified by the assignment handout</td>
<td>Discusses three or more specific aspects of the performance as identified by the assignment handout</td>
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<td>Does not use musical terminology</td>
<td>Makes use of some musical terminology with partial accuracy</td>
<td>Correctly identifies and makes use of some musical terminology, or uses a variety of musical terminology with partial accuracy</td>
<td>Correctly identifies and makes use of a variety of musical terminology</td>
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<tr>
<td>Does not demonstrate understanding of content covered in listening assignment or in class/after school rehearsals/private lessons, etc.; does not make connections between them</td>
<td>Seems to understand content, but does not make clear connections between listening assignment and content covered in class/after school rehearsals/private lessons, etc.; does not provide any examples</td>
<td>Clearly understands content; appears to make connections between listening assignment and content covered in class/after school rehearsals/private lessons, etc., but does not provide specific examples showing application of the content (examples may be present, but vague)</td>
<td>Clearly understands content; makes explicit connections between listening assignment and content covered in class/after school rehearsals/private lessons, etc., and provides specific examples of the application of such content</td>
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<td>Does not identify an area of his/her own personal musicianship in need of improvement; does not name a goal or describe appropriate methods/tools for improving</td>
<td>Identifies an area of his/her own personal musicianship in need of improvement, names a goal for his/herself in that area, but does not describe appropriate methods/tools for achieving that goal</td>
<td>Identifies an area of his/her own personal musicianship in need of improvement, names a goal for his/herself in that area, and describes appropriate methods/tools for achieving that goal</td>
<td>Identifies an area of his/her own personal musicianship in need of improvement, names a goal for his/herself in that area, and describes appropriate methods/tools for achieving that goal</td>
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<td>Has serious problems with sentence structure, spelling, grammar, and punctuation. Thoughts are unclear and/or unorganized</td>
<td>Contains problems with sentence structure, spelling, grammar, and punctuation throughout; has significant defects in clarity and organization of thought</td>
<td>Has more than occasional mistakes in spelling, grammar, and punctuation; may have some problems with clarity and organization of thought</td>
<td>Demonstrates correct spelling, grammar, and punctuation, as well as clarity and organization of thought</td>
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*Final grade will be based on the above scores, assuming all formatting guidelines are met.*